Tammy Lugar

2006-07 Academic Catalog

TAYLOR UNIVERSITY
FORT WAYNE
Where your calling takes shape

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TAYLOR UNIVERSITY
FORT WAYNE

Where your calling takes shape

There are those who seek knowledge for the sake of knowledge, that is curiosity.

There are those who seek knowledge to be known by others, that is vanity.

There are those who seek knowledge in order to serve, that is love.

Bernard of Clairvaux (1090-1153)

Catalog
2006-2007

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While Taylor University publishes program information and materials and assigns advisors, the student is ultimately responsible to assure his/her academic program fulfills all graduation requirements. The university reserves the right to withdraw a previously awarded degree if the university subsequently determines that the degree requirements were not met appropriately.

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OUR HERITAGE, MISSION, AND LIFE TOGETHER

A Heritage Exceeding 150 Years

The year 2006 marked the 160th anniversary of the founding of Taylor University in 1846. During the year of 1846, the United States annexed New Mexico as a territory, admitted Iowa as the 29th state in the Union, and declared war on Mexico. Electric arc lighting was introduced in Paris, and Elias Howe in America patented the sewing machine. John Deere constructed the first plow with a steel moldboard. During the same year, an American dentist W. T. Morton introduced ether as an anesthetic. In the literary world, Henry Wadsworth Longfellow published "The Belfry of Bruges" and Herman Melville published "Typee." In London, Charles Dickens introduced the first cheap English newspaper, *the Daily News*, and the Evangelical Alliance was founded. In Ireland the failure of the potato crop caused a famine, which would send thousands of Irish immigrants to America. Also in 1846, the Smithsonian Institute was established in Washington D.C., and certain political and religious movements in America gained momentum in advocating the emancipation of black slaves and promoting expanded rights for women.

Forged in the fire of intense religious beliefs, Taylor University was destined to become one of the oldest evangelical Christian colleges in America. Conceptualized with the conviction that women as well as men should have an opportunity for higher education, Taylor University began as Fort Wayne Female College in Fort Wayne, Indiana, and then became Fort Wayne College. Following the example of Oberlin College (which became the first coeducational college in America and the first to award college degrees to women in 1841), Fort Wayne College became coeducational in 1855. In 1890, the school merged with the Fort Wayne College of Medicine and changed its name to Taylor University in honor of Bishop William Taylor. In 1893, because of the population boom in the central part of the state, Taylor University moved to Upland, Indiana. Nearly 100 years later in 1992, Taylor University re-established its presence in Fort Wayne by acquiring Summit Christian College. (formerly Fort Wayne Bible College which had started in 1895 with the sponsorship of the Missionary Church Association and the spiritual leadership of Joseph P. Ramseyer and Daniel Y. Schultz.) Since 1992, Taylor University has operated two campuses in Indiana: Taylor University Upland and Taylor University Fort Wayne.

Bishop William Taylor became a symbol of the values and ideals of the college. William Taylor was an energetic missionary evangelist possessed with unusual vitality of commitment and devotion. His voluminous writings including many books on preaching and missions and extensive worldwide missionary endeavors resulted in his being the first lay pastor to be named a Bishop of the Methodist Church.

With this heritage, Taylor University entered the twentieth century. Taylor University's historian, Dr. William Ringenberg, noted, "The intellectual revolution at the turn-of-the-century cracked the spiritual foundations of major universities" in America by challenging the role of the Christian worldview. "This, coupled with the dehumanizing of education" and the unrest caused by "the inability of secular

education to guide students in their quest for meaning" helped to further shape, strengthen, and define Taylor's Christian educational mission.
For 160 years, Taylor has been faithful to that mission.

As we begin the 2006-2007 academic year, the institution's administration, faculty, staff, and students stand committed to our heritage of Christian commitment and academic excellence.

A Christian Liberal Arts College

Taylor University is an evangelical, independent, interdenominational Christian liberal arts college where faith, living, and learning are integrated. The Taylor University Upland student body of over 1,875 is divided almost equally between men and women who come from almost every state and over 30 foreign countries.

The Fort Wayne campus of Taylor University is located on 32 acres in the energetic city of Fort Wayne, Indiana. Including those studying online, there are over 1000 students taking classes with Taylor University Fort Wayne, over 500 of these students study on campus. Students on campus bring a great diversity of backgrounds but have a common passion to know and serve Jesus.

Academic pursuits at Taylor are rigorous, demanding imagination, dedication, and integrity from both students and faculty. As a Christian institution, Taylor University has concerned, competent faculty who recognize that all truth has its source in God. The students' quest for truth begins with this conviction and relates to all aspects of the liberal arts curriculum.

Mission and Purposes

Taylor University is a Christ-centered educational institution, and an evangelical, interdenominational covenant community committed to advancing life-long learning and ministering the redemptive love of Jesus Christ to a world in need. As a Christian community of students, faculty, staff, administration, and trustees committed to the lordship of Jesus Christ, Taylor University offers post-secondary liberal arts and professional education based upon the conviction that all truth has its source in God.

In order to advance this mission, Taylor University is committed to the following purposes:

- To provide whole person education, involving students in learning experiences imbued with a vital Christian interpretation of truth and life which foster their intellectual, emotional, physical, vocational, social, and spiritual development.
- To offer liberal arts, professional and life-long education based upon the conviction that all truth has its source in God, and that being Biblically anchored, the Christian faith should permeate all learning leading to a consistent life of worship, servant leadership, stewardship, and world outreach.

- To create specific experiences wherein the integrative focus of a Christian liberal arts education is clarified, personalized, and applied.
- To contribute to the advancement of human knowledge and understanding and serve the evangelical Christian church and the larger (public) community for the glory of God.
- To foster a biblical model of relationships that acknowledges both unity and diversity of the followers of Christ within a covenant community and which can be evidenced in a continuing lifestyle of service to and concern for others
- To foster and maintain appropriate and effective support services that enable maximum program effectiveness throughout the university.

Core Values Statement

Taylor University is comprised of covenant communities on a journey of Christian discipleship known for our tough minds, tender hearts and hands outstretched in competent, caring service. As covenant communities we work to be Christ-centered, biblically anchored, liberal arts grounded, whole person focused, vocationally equipping, world engaging and servant leadership motivated. The goal of our journey is to produce Christian disciples able to do God's work throughout His creation ministering the redemptive love of Jesus Christ to a world in need through lifetimes of learning, leadership and service.

Implementation of the Mission and Purposes

Taylor University carries out its mission and purposes through the operation of educational programs centered on two campuses. All Taylor University programs hold to a Christian worldview and are characterized by the integration of faith and learning.

Taylor University Upland serves Christian men and women in a community that consists largely of traditional college students living in a residential campus setting and pursuing baccalaureate-level degree programs.

Within the context of the mission and purposes of the Taylor University System, the Fort Wayne campus places special emphasis on spiritual formation and applied learning. Taylor University Fort Wayne also uses traditional and alternate delivery systems to serve both traditional students and adult learners in educational programming that results in masters degrees, baccalaureate degrees, associate degrees, departmental certificates of completion, and continuing education. In the nontraditional adult, distance education. In the nontraditional adult, distance, education, programs, enrollment opportunities are extended to qualified individuals who respect, but may not personally embrace, the university's statement of faith.

Statement of Faith

To more explicitly define the meaning of Christian higher education as used in the Articles of Incorporation and the methods and policies by which the proposed results are to be achieved through the University or any affiliated educational

institution under the control of the University, the following statements of belief and practice are set forth:

Taylor University is firmly committed to the lordship of Jesus Christ and evangelical Christianity. To assure the central place of Christian principles in the philosophy and life of the University, the trustees, administration, faculty, and staff believe that:

- There is one God, eternally existent in three persons—Father, Son, and Holy Spirit—the ultimate Creator and Sustainer of all things in heaven and on earth.
- The Holy Bible is the only inspired, authoritative written word of God, progressively revealing God's will for humankind.
- Jesus Christ is the living word of God who made known and carried out God's plan of redemption through His virgin birth, sinless life, atoning death, bodily resurrection, and ascension, and who will return in power and glory.
- The Holy Spirit is present in the life of the believer, testifying to the lordship of Christ and enabling the believer to live a godly life.
- Humankind, though uniquely created in God's image, rebelled and stands in need of redemption.
- God graciously extends salvation to anyone who comes to Christ by faith.
- The Church is the community of believers who express their unity in Christ by loving and serving Him, each other, and all people.

The Life Together Covenant

Taylor University is a community of Christians who have joined together for the purpose of academic progress, personal development, and spiritual growth. Participation in the university community is based on the foundation of our commitment to the Lordship of Jesus Christ. Together we seek to honor Him by integrating faith and learning while our hearts and lives reflect the process of maturing in Christ.

The purpose of this covenant is to identify the expectations for participation in our community that assist us in living together and in meeting institutional objectives. We acknowledge that it is impossible to create a community with expectations that are totally acceptable to every member. Nevertheless, certain expectations must be specified to assure orderly community life. When individuals join the Taylor community, they freely and willingly choose to take upon themselves the responsibilities outlined in this covenant.

Assumptions

Community life at Taylor University is based upon the following beliefs:

1. Loving God and being accountable to Him are the primary motivations for Christian relationships and behavior.

2. The Bible is our authority; it provides the essential teachings and principles for personal and community conduct.
3. God, through the Holy Spirit, places in every believer the inner resources and attributes to minister to others through supportive relationships.

Responsibilities for Relationships

Living in daily fellowship with other Christians is a privilege and an expression of God's grace. In recognition of this privilege, great value is placed on the quality of relationships in our community. We acknowledge that we are living in a fellowship where we are dependent on and accountable to one another. The New Testament word for fellowship is koinonia. It is translated as partaker, communion, communication, contribution, or distribution. Members, therefore, are encouraged to seek as many opportunities as possible to demonstrate koinonia.

Within our community, the greatest expression of fellowship and the highest principle for relationships is love. As Scripture states: We should love one another. This is how we know what love is: Jesus Christ laid down His life for us. And we ought to lay down our lives for our brothers . . . let us not love with words or tongue but with actions and in truth. Since God so loved us, we also ought to love one another. Whoever loves God must also love his brother (I John 3:11, 16, 18; I John 4:11, 21 NIV).

For the purpose of our community we have identified the following specific expressions of love as being among the most desirable in our relationships.

Edification

We expect each member of the community to strive consciously to maintain relationships that support, encourage, and help others. According to Scripture: We who are strong ought to bear with the failings of the weak and not to please ourselves. Each of us should please his neighbor for his good, to build him up (Romans 15:1-2 NIV).

Bearing with One Another

Because of our humanness, difficulties in relationships can occur. In such cases, we are to respond as the Scripture states: . . . clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another (Colossians 3:12, 13a NIV).

Burden Bearing

We are responsible to come alongside those experiencing grief, discouragement, illness, tragedy, or other personal trials. Expressions of bearing one another's burdens include comfort, encouragement, consolation, and intercession.

Speaking the Truth in Love

Speaking the truth to each other with love can strengthen a community such as ours. Problems in relationships and behavior can be resolved constructively by confronting one another in an appropriate spirit. If the welfare of the one being confronted is paramount and if the confronter is acting in love, the process can produce growth.

Reconciliation, Restoration, and Restitution

Healing broken relationships is necessary for a healthy community. When relationships have been harmed, regardless of the reason, individuals are expected to reach out to one another, to forgive one another, to restore relationships, and to make restitution. II Corinthians 5:18-19 NIV states: . . . and He (Christ) gave us the ministry of reconciliation . . . and He has committed to us the message of reconciliation.

Implementing the above expressions of love in relationships requires continual effort and sensitivity to others. Relationships of this quality honor God, enrich our lives, and assist in meeting the goals of the university.

Biblical Responsibilities for Behavior and Attitudes

Scripture teaches that certain attributes are available to individuals through the Holy Spirit. These attributes include: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. Against such things there is no law (Galatians 5:22-23NIV). This "fruit of the Spirit" is to be sought, encouraged, and demonstrated in our relationships.

In contrast to encouraging these positive attributes of the heart, Scripture condemns attitudes such as greed, jealousy, pride, lust, and hatred. Although these attitudes are sometimes difficult to discern, they can hinder relationships with God and others and lead to unacceptable behavior.

Certain behaviors are expressly prohibited in Scripture and therefore should be avoided by members of the university community. They include theft, lying, dishonesty, gossip, slander, backbiting, profanity, vulgarity (including crude language), sexual promiscuity (including adultery, homosexual behavior, and premarital sex), drunkenness, immodesty of dress, and occult practices.

In keeping with scriptural admonitions to bring ourselves under the authority of government, members of the Taylor University community are expected to uphold the laws of the local community, the state of Indiana, and the nation. An exception would be those rare occasions in which obedience to the civil authorities would require behavior that conflicts with the teaching of Scripture. On such occasions, each individual would submit voluntarily to the civil penalty for this behavior. Behavior resulting in civil arrest on or off campus is subject to review within the university's disciplinary procedures.

University Expectations for Behavior and Attitudes

In addition to subscribing to biblical expectations, members of the Taylor University community voluntarily commit themselves to the following standards of behavior. This commitment results from the conviction that these standards serve the good of the individual as well as the institution. These standards are not set forth as absolutes or as an index of Christian spirituality but rather as expectations of this community. Because of the importance of trust in and responsibility to one another, violations of these standards are regarded as a serious breach of integrity within the community.

The following standards apply to students, faculty, and administrators at Taylor University:

1. Members of the community are to observe the Lord's Day (Sunday) as a day set apart primarily for worship, fellowship, ministry, and rest. While activities such as recreation may be a part of the day, "business as usual" relative to university programs and services will not be sanctioned or encouraged except where absolutely necessary.
2. Corporate worship, fellowship, and instruction are essential for our community. Therefore, students, faculty, and administrators are expected to attend chapel. Regular attendance is understood as a mature response to our community goals. The attendance policy is not a voluntary one; it is dependent upon individual honor and allows three or fewer absences each term. In addition, members of the community are encouraged to participate in university-related religious activities as well as those of their own church.
3. The community recognizes the danger to one's physical and psychological well being in the use of certain products. Therefore, members of the community are to refrain from the use of tobacco in any form, alcoholic beverages, hallucinogenic drugs and substances (including marijuana), or narcotics not authorized by a physician. Under no circumstances are the above to be used, possessed, or distributed on or away from campus. Members are expected not to abuse the use of legal substances.
4. Gambling (exchange of money and goods by betting or wagering) is viewed as an unwise use of God-given resources and therefore is not acceptable in any form.
5. In order to enhance and preserve the ethos of Taylor University, social dancing by community members is not permitted on or away from campus. However, acceptable forms of expression by the University may include sanctioned folk dances, ethnic games, dancing at weddings not in campus facilities, dances that are designed to worship God and the use of choreography in drama, musical productions, and athletic events.
6. Because of our concern for the worth and dignity of persons, each member of the community is expected to be sensitive to special needs existing in our society and on our campus. Therefore, discrimination against others on the basis of race, national origin, sex, or disability is not acceptable.

7. Any kind of demeaning gesture, threat of violence, or physical attack directed toward another person will not be tolerated. Vandalism of property is also unacceptable.

8. The university urges its members to be selective in their choices of entertainment and recreation. Activities and entertainment that are of questionable value or diminish a person's moral sensitivity should be avoided.

9. The pornography industry exploits people. Further, the use of the industry's products is immoral. Therefore, pornographic materials are not to be used, possessed, or distributed on or away from campus.

10. Consideration for others and standards of good taste are important to Taylor; therefore, all activities should be limited by this principle.

11. Members of the community are subject to the demands of academic integrity, such as honesty and giving credit to sources.

12. Compliance with day-to-day policies and procedures of the community is expected from members. These routine items are listed in the Student Life Handbook, the University Catalog, and the Taylor University Faculty and Administrative Staff Handbook.

Conclusion

The intent of this covenant is to identify expectations that assist Taylor University in functioning as a Christian community and in achieving its goals as an institution of higher learning. The covenant addresses relationships and behavior; these emphases are parallel and vital to the quality of our experience together. The behavioral portion of the covenant includes standards that are specific to the university. These standards are important to our community and must be consistently maintained to assure a proper climate for learning. Nevertheless, these standards must be kept in perspective with the biblical responsibilities for relationships and behavior.

The book of Colossians provides an appropriate summary of the goals for our community: Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience. Bear with each other and forgive whatever grievances you may have against one another. And over all these virtues put on love, which binds them all together in perfect unity. Let the peace of Christ rule in your hearts, since as members of one body you were called to peace...Let the word of Christ dwell in you richly as you teach and admonish one another...And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God...(Colossians 3:12-17 NIV).

All students (single and married) are responsible for implementing the relational and behavioral expectations listed above when the university is in session (beginning of first semester through the end of second semester and/or summer sessions), when they are part of a university program, and/or when they are living in university-approved housing.

Because the policies of the university are not intended to infringe upon the government of the home, students who are in the presence of their parents/guardians are assumed to be part of the family unit and under the direction of their parents/guardians. Students who commute from the home of their parents/guardians are expected to abide by these policies except when university regulations conflict with the governance of the home.

Employees of the university are responsible to abide by the Life Together Covenant.

Multicultural Philosophy Statement

We believe in equality of all people as imbedded in biblical teachings and as an integral part of Christian commitment. We acknowledge that this is affirmed in the Constitution of the United States of America. We believe in an environment in which people can live and work cooperatively, valuing the multiple cultures from which they have come without violating institutional values. We believe in multicultural education as an interdisciplinary effort to prepare graduates who understand, appreciate, and work effectively with those who are different from themselves. We believe in global interdependence, implying the need to graduate individuals capable of functioning as global citizens.

Sanctity of Life Statement

Scripture affirms the sacredness of human life, which is created in the image of God. Genesis 1:27 NIV states: So God created man in His own image, in the image of God He created him; male and female He created them. Therefore, human life must be respected and protected from its inception to its completion.

Accreditation and Memberships

In its academic programs at Fort Wayne and Upland, Taylor University is accredited by The Higher Learning Commission (AQIP participant) and a member of the North Central Association. The university is also accredited by the Council on Social Work Education, the National Council for Accreditation of Teacher Education and the Division of Standards. All accreditation documents are maintained in the Office of the Provost.

Memberships include the American Association of Colleges for Teacher Education, American Association of University Women, American Council on Education, American Society for Quality, Associated Colleges of Indiana, Association of American Colleges and Universities, Association of Governing Boards of Universities and Colleges, Christian Center for Urban Studies, Christian College Consortium, Cincinnati Council on World Affairs, Council for Christian Colleges and Universities, College Board, Council of Independent Colleges, Evangelical Council for Financial Accountability, Independent Colleges and Universities of Indiana, Indiana Conference of Higher Education, Indiana Consortium for International Programs, NAFSA: Association of International Educators, National

Association of Student Financial Aid, National Association of Independent Colleges and Universities.

Christian College Consortium

To provide a variety of professional and academic experiences for faculty and students, Taylor maintains membership in the Christian College Consortium that unites thirteen Christian liberal arts colleges with programs similar to those of Taylor. Included in the consortium are Asbury College, Bethel College, George Fox University, Gordon College, Greenville College, Houghton College, Malone College, Messiah College, Seattle Pacific University, Trinity International University, Westmont College, and Wheaton College.

Of special interest to Taylor students are the opportunities for semester visiting-student options on the other campuses and cooperative off-campus/international programs.

Council for Christian Colleges and Universities

Taylor University is one of over 100 colleges and universities who comprise the Council for Christian Colleges and Universities, a Washington, D.C.-based organization founded in 1976. The CCCU's primary focus is to help its member institutions pursue excellence through the effective integration of biblical faith, scholarship, and service. The council sponsors semester programs for qualified upperclassmen from its member schools. These offerings include the American Studies Program in Washington, D.C.; the China Studies Program; the Contemporary Music Center in Martha's Vineyard, Massachusetts; the Latin American Studies Program based in San Jose, Costa Rica; the Los Angeles Film Studies Center; the Middle East Studies Program in Cairo, Egypt; the Honours Programme – CMRS, Oxford; the Russian Studies Program in Moscow, St. Petersburg, and Nizhni Novgorod; and the Summer Institute of Journalism in Washington, D.C.

CAMPUS FACILITIES

The Taylor community provides a variety of living arrangements, the Eicher Student Commons, and easily accessible academic buildings. The following facilities are part of the Taylor Fort Wayne campus.

Ada M. Smith Hausser Hall: This two-story building houses 100 men and women separated by floor. Restrooms, laundry facilities, and a lounge fill the center spaces. Two apartments house the resident director and a resident assistant. Initially named Lexington Dorm, from its location on Lexington Avenue, the name changed to Hausser Hall in May 1995 in honor of Ada M. Smith Hausser's 53 years of dedicated service to her alma mater.

Bethany Hall: Bethany Hall was named after Bethany Home and Bible Institute in Bluffton, OH, the antecedent for Fort Wayne Bible Training School. The two-story brick building serves as a residence hall for women of sophomore rank and higher.

Calvin English Library: This 38,000 square foot building, which is connected to the Eicher Student Commons, was completed in 2004 and opened in the fall. The building is named after Dr. Calvin H. English in recognition of his contributions to the health and well-being of the persons and community of Fort Wayne and his faithful devotion and commitment to Taylor University.

The library houses over 74,000 volumes and subscribes to 500+ periodicals and newspapers. Its online catalog is part of the shared library catalog of the Private Academic Library Network of Indiana (PALNI). One of the library's special collections is the Instructional Materials Center with curriculum materials to support the Christian ministries and elementary education programs.

Research databases, available at English Library Online www.tayloru.edu/fw/academics/library/, provide support for all areas of research and study and include many full-text resources. Interlibrary loan and various consortia arrangements give access to the resources of other libraries. TheEnglish Library works in cooperation with the Zondervan Library on the Taylor University Upland campus.

Reference services include consultation with librarians at the Reference Desk, a special program of library instruction for freshmen, and course-integrated instruction across the curriculum.

Clyde W. Taylor House: In winter 1996-97, the house located at 909 W. Rudisill was purchased by the university and became the first home to the office of correspondence studies, now known as the Center for Lifelong Learning.

Beginning in the fall of 2004, the house is being used as a residence facility for seven male students.

This facility was named the Clyde W. Taylor house in 1999 in honor of Clyde W. Taylor's dedication to missions and service to the university. Taylor traveled to more than 100 countries and their mission fields and pastored several churches.

Eicher Student Commons: Eicher Student Commons, opened in January 2001, houses the cafeteria, student lounges, recreation area, prayer chapel, post office, bookstore, campus safety, student development offices, career services, conference rooms, workroom, and student government. This building is named in honor of the Eicher family who has faithfully served the Fort Wayne campus for many years.

Founders Memorial Hall: The building is named Founders Memorial Building in honor of the six who, through a cooperative vision and effort, became the co-founders of the Fort Wayne Bible Institute.

Founders Memorial Hall houses the music activities and the Community School of the Arts. Founders Hall includes 25 practice rooms, seven studios, four classrooms, two computer labs and a piano lab. The building also holds Ramseyer Chapel, a chapel/auditorium that seats 400.

Gerig Activities Center: Construction of the activities center began August 1988 and was dedicated September 23, 1989. The multipurpose building houses a gymnasium/convocation area that has been heavily utilized by campus and community athletics, concerts, banquets, and seminars. The facility is named after Dr. Jared Gerig, Dr. Ira Gerig, Dr. Wesley Gerig, Miss Joy Gerig, Dr. Donald Gerig, Rev. William Gerig, and other Gerig family members who have demonstrated commitment to the institution through leadership, instruction, example, and spiritual direction.

Lillian Rolf Home: This house was purchased in 2003 from relatives of Lillian Rolf, who lived in the home her entire life. The house is being used as a residence facility for six students.

Oakwood Apartments: There are ten apartments in this complex. Each apartment can house up to 4 men or women.

Ramseyer Hall: This building, completed in summer 2006, is named after Rev. Joseph Ramseyer, one of the founders of Fort Wayne Bible Institute and president of FWBI from 1911 to 1944. The building will house 52 students and a Resident Director. The rooms are arranged in suite format, with 4-6 students sharing a suite. Each suite is equipped with a small kitchenette, bathroom, bedrooms, and common living area.

Reynolds Building: Edison Reynolds, for whom the building is now named, foresaw the need for a physical plant building. Reynolds served the campus for 33 years as director of physical plant. Completed in 1979, the Reynolds building has served as the center for campus housekeeping, maintenance and ground care.

CAMPUS FACILITIES

S.A. Lehman Memorial Hall formerly the campus library now houses faculty offices and the offices for the Center for Lifelong Learning.
S.A. Witmer Memorial Hall: Witmer Hall was dedicated on October 25, 1970. This four-story building houses administrative and faculty offices, 16 class and seminar rooms, a lecture hall, science laboratory, computer labs (Mac and PC), admissions, financial aid, registrar and business offices.

Schultz Hall: The building is named for Reverend Daniel Y. Schultz, a founder of and first superintendent of the Fort Wayne Bible Training School, a forerunner of the Fort Wayne Campus. Schultz Hall, a three-story brick building, was originally a multifunctional unit that contained classrooms, a dining hall, kitchen, library, laundry, chapel, offices, reception room, and forty dormitory rooms. Schultz Hall suffered a fire in October, 2005. The building is currently out of service and its future use is being analyzed by the campus.

WBCL Radio: In 1976, a Christian radio station began in Fort Wayne under the ownership of the then Fort Wayne Bible College. What started as an 18-hour-day station with two full-time employees has grown to a ministry of over 20 employees, broadcasting the love and hope of Jesus Christ to thousands of listeners 24 hours a day. In 1992, ownership of WBCL was transferred to Taylor University through a merger of the two educational institutions.

In 1992, WBCL also began broadcasting on WBCY at 89.5 FM in Northwest Ohio. With tower and transmitter in Archbold, the quality Christian programming is simulcast from the Fort Wayne studios to an area that extends even into Michigan.

In 1997, WBCJ became a reality in West Central Ohio at 88.1 FM. With tower and transmitter in Spencerville, Ohio, the simulcast programming reaches Lima, Celina, Wapakoneta, and St. Marys.

ACADEMIC REGULATIONS

Academic policies and regulations are developed and approved by the faculty of the university and are administered by the academic affairs and registrar's offices. Intended to be rigorous and challenging, these policies and regulations are administered with individualized attention and concern for the educational advantage and well-being of each student.

Academic Calendar

Taylor University's academic year consists of fall and spring semesters, a January interterm, and summer sessions. Under this schedule, the fall semester activities, including examinations, are concluded prior to the Christmas recess. Classes are conducted in each semester for a period of fifteen weeks, including a four-day examination period. The typical class period for one semester hour is fifty minutes. The January interterm provides students an intensive period of study in a single course or opportunities to study in off-campus centers in the United States and international locations. In addition, three summer sessions are available to enhance and supplement the students' educational programs and meet special program requirements. (For actual calendar dates, see the University Calendar section.)

University Communication Policy

The University uses the @taylor.edu student e-mail addresses to communicate with students. ***Students are responsible to check their Taylor e-mail account regularly and will miss important information from their advisors, professors, and administration if they do not do so***. The monthly billing statement is e-mailed on or before the 1st day of each month to the student's Taylor e-mail address. It is the student's responsibility to provide this information to their parents, if the parents are financially supporting the student. Students who have not yet been assigned a TU e-mail address will be mailed a paper copy of their monthly statement. Students should not request to have your Taylor e-mail address removed; receiving notifications from the University is not optional.
Students who have not already set up an e-mail account, must do so as soon as possible! Students can set up a Taylor email account by going to the computer lab in English Library. The student on duty can assist with this process. (The initial set up must be done on campus. After the account is activated, students may access their email on or off campus.)

Advisement and Registration

Faculty Advisors

The registrar's office assigns academic advisors to all students in their area of academic interest. Advisors are provided to assist students in planning their academic programs. Advisors are authorized to communicate the established policy of the university. Students are expected to assume responsibility for obtaining academic advising after enrolling at Taylor, to keep informed about general education and major requirements by consulting the catalog and program

curriculum guides, to initiate and be prepared for conferences with assigned advisors, and to be aware of published academic deadlines and regulations as stated in the schedule of classes, the published calendar, and the catalog. While Taylor University publishes program information and materials and assigns advisors, the student is solely responsible for assuring that his or her academic program complies with the policies of the university. Any advice that is at variance with established policy must be confirmed by the registrar's office.

Academic Load

Registration for 12 or more hours during fall or spring semester constitutes full-time standing. A normal academic load is 14 to16 hours per term. Students with at least a 2.00 grade point average (GPA) may take 17 hours. A 3.00 GPA is necessary to carry 18 hours, 3.30 for 19 hours, and 3.60 for 20 hours. An additional charge exists for each semester hour over 17.

Registration for three to four hours is considered a normal load for January interterm. Five hours is the maximum load for this 17-day term and requires a 3.00 GPA. An additional charge exists for the fifth hour.

The first summer session is a full term lasting the entire summer (approximately 12 weeks) in which all practicums, independent studies, and directed research studies are offered. A normal academic load for the second summer session (18 days) is three to four hours; a 3.00 GPA is necessary to carry five hours. A normal academic load for the third summer session (24 days) is three to six hours; a 3.00 GPA is necessary to carry seven hours, a 3.60 GPA is necessary for eight hours. Registration for 12 hours over all three summer terms constitutes full-time standing.

Classification of Students

Matriculated students are those students who have fully met all requirements for admission and have enrolled in courses to meet undergraduate degree requirements. Matriculated students are classified as follows:

Class	Total Cumulative Credits
Freshmen	0.00-30.99 credits
Sophomores	31.00-60.99 credits
Juniors	61.00-94.99 credits
Seniors	95+ credits

Advance Registration

Advance registration provides an opportunity for degree-seeking students to register in advance, on TOWER, for courses during the upcoming semester(s). Registration priority for classes is determined by cumulative earned hours with priority given to

students with the most hours. Students who do not register in advance will lose their priority position during the advance registration process. It is the responsibility of each student to follow directives relating to student housing, billing, payment of bills, registration, and financial aid that are published annually. Various offices can place holds on student records that will prohibit registration. These holds can be seen by the student in TOWER. The student needs to resolve the hold with the appropriate office prior to registration.

Change of Registration

The student is held responsible for each course in which he or she officially registers. Changes of registration require the approval of the advisor. Courses may be added during the first week of classes; however, each missed class that week counts as an unexcused absence. Courses dropped during the second and third weeks of the term appear on the student's transcript with a grade of withdrawn (W). Students dropping a course after this period and up to one week after midterm receive either a grade of withdrawn/passing (WP) or withdrawn/failing (WF). When a course is dropped later than one week beyond midterm, the grade automatically is WF. The effect of WF on the GPA is the same as that of a full-term failing grade. Discontinuance of attendance does not automatically constitute a withdrawal from a course. Students failing to file a proper change of registration form by the appropriate deadline must complete classes for which they are registered or receive a grade of F.

University Withdrawal

A student who finds it necessary to withdraw from all credit classes after a term begins must apply for formal withdrawal through the Office of Student Development. If a student withdraws from the university he/she will receive a withdrawal grade (W, WP, WF) for the appropriate deadline. If this procedure is not followed, failing grades may be assigned. Failure to complete the term does not cancel the student's obligation to pay tuition and other charges. For specific details on refunds and adjustments, refer to the Finance section in this catalog. Discontinuance of attendance does not automatically constitute a withdrawal from a course. Students failing to file a proper withdrawal form by the appropriate deadline must complete classes for which they are registered or receive a grade of F.

A student who does not register during advance registration and does not plan to return to the university for the next term must apply for formal withdrawal through the Office of Student Development before leaving campus.

Audit Registration

Audit registration occurs only through the first week of classes. Courses taken for audit receive no credit and will not count for degree requirements . Students must attend at least half of the class meetings as verified by the professor in order for the courses to appear on the transcript with a grade of AUD. Students requesting a course for credit (grade or pass/fail) are given priority in registering for a course. Some courses are not available for audit credit such as private lessons, music

ensembles, studio art courses, physical education skills courses, laboratory courses, practicums, and internships. Audit registration requires permission of the instructor and the registrar's office.

Pass-Fail Registration

Pass-fail registration requires the approval of the advisor and the registrar's office. The pass-fail option occurs only through the first week of classes and is subject to the following guidelines:

- A pass grade represents work completed at C- or above.
- This option is open only to second-term sophomores or above with at least a 2.30 GPA; the exception is the practicum, which is open to all qualified students.
- No course in the major or minor field (except the practicum) and no general education course may be taken pass-fail until all requirements in those areas are met.
- No course needed for teacher certification may be taken pass-fail.
- Pass-fail courses do not affect the GPA if passed, but they do affect the GPA if failed.
- Pass-fail courses are limited to one course per term and a total of 13 credit hours. Courses available only on a pass-fail basis are not included in this total.

Repeat Registration

A student may repeat any course at Taylor University. All attempts in a course are reflected on the student's transcript, and the cumulative GPA will reflect the most recent grade in the repeated course. Duplicate credit hours are not awarded when repeating a course.

Independent Study Policy

Independent studies are individualized, directed studies taken without classroom instruction or regular interaction with a faculty member. The student is required to plan with the professor an individualized schedule of reading, research and study. Assignments, papers, tests, and other means of assessment may be completed by appointment, mail, e-mail, remote proctors, internet, etc.

Students and faculty alike are encouraged to schedule independent studies during the summer session when the calendar and personal schedules of students and faculty are more flexible. The shortened academic calendar makes independent studies impractical for the January term. During the fall, interterm and spring semesters, independent studies are considered exceptions due to faculty workload limitations, but may be approved under certain circumstances, such as:

1. To complete a graduation requirement without which the student's graduation would be unreasonably delayed. (A desire by the student to graduate in less than four years, to double-major, add a minor, etc., does not meet this

requirement.)

2. To resolve scheduling conflicts beyond the student's control involving required courses which cannot be taken in a later semester or summer term without negative impacts on the student's program of study.

3. To provide a scheduling efficiency or convenience to the university, such as offering the independent study as an alternative to a low-enrollment class section, deviating from regular course offering schedules, etc.

4. To offer both the student and supervising faculty member the opportunity to expand their Taylor experiences with special/advanced topic courses that may serve special needs such as specific career goals, graduate school prerequisites, etc.

No student who is on academic probation may register for an independent study unless it is to repeat a course. Up to 12 hour of independent study may be included in the 30-hour maximum for distance learning.

All other academic policies in this catalog apply to independent studies, e.g., criteria for requesting incomplete grades, deadlines for registration.

An additional independent study fee may be assessed by the instructor's department chair for requests not described in paragraphs 1-3 in the above policy. Registration forms are available in the registrar's office or at http://online.taylor.edu/admin/registrar/forms.asp

Tutorials

A tutorial course is classroom-based, individualized instruction scheduled to meet on campus at a time that is mutually convenient for the student and the professor. The contact hours for this course must meet the standard set by the Office of Academic Affairs. Any course listed in the catalog may be taught as a tutorial course with the consent of the instructor and approval of the advisor, course department chair, and Office of Academic Affairs. Registration forms are available in the registrar's office or at http://online.taylor.edu/admin/registrar/forms.asp

Experiential Education

Experiential education includes internships, practicums, and field experiences that provide students with the opportunity to integrate theoretical learning in a major field of study with actual work experience in a variety of nonclassroom settings. Students should consult with departments and supervising faculty for guidelines and responsibilities.

An internship is an advanced-level, discipline-related, culminating field experience directed towards preparing students for professional licensure or entry-level positions. Internship placements should be substantive, new, and educationally

rewarding, rather than a continuation of a prior work experience. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Students may earn a maximum of 16 hours of credit, subject to departmental requirements, toward graduation requirements through the internship experience. Internships are usually completed during a regular semester. Usually, internships require students to devote their full time, effort, and attention to completing internship requirements. Therefore, it is recommended that students not enroll in additional courses during the term when internships are being completed.

A practicum course is a significant applied-learning experience with a meaningful, supporting component that enables students to observe, apply, and better understand previously studied theory. Individual practicums can be done for one to four hours of credit. Students can earn a maximum of eight hours of credit towards graduation requirements through practicum experiences, subject to departmental requirements. Completed under the direction of a faculty advisor and an employer supervisor, students are required to complete a minimum of 40 clock hours of work experience for each academic credit earned. Students usually complete practicum experiences during the summer session. Registration forms are available in the registrar's office or at http://online.taylor.edu/admin/ registrar/forms.asp.

Field experiences are usually a component of a regular course and provide students opportunities to learn, observe, and assist professionals with selected tasks in an off-campus setting related to a career or program goal. Students are placed, supervised, and evaluated by the faculty responsible for the course. Assignments related to field experiences become part of the overall course evaluation.

Grades

Grading System

The following grades and quality points are assigned to undergraduate students at Taylor University in calculating the GPA:

Grade Meaning	Quality Points	Calculated in GPA
A Superior	4.00	Yes
A-	3.67	Yes
B+	3.33	Yes
B Good	3.00	Yes
B-	2.67	Yes
C+	2.33	Yes
C Satisfactory	2.00	Yes
C-	1.67	Yes
D+	1.33	Yes
D Minimally acceptable	1.00	Yes
D-	.67	Yes
F Failing	0	Yes
P Pass (C- or above)	0	No
CR Credit	0	No
W Withdrawn	0	No
WP Withdrawn/passing	0	No
WF Withdrawn/failing	0	Yes
INC Incomplete	0	No
NR Grade not reported	0	No
NC No Credit/failing	0	Yes
AUD Audit	0	No

The unit of credit is the semester hour. Grade point average (GPA) is calculated by dividing quality points by GPA hours. Grade point hours include only Taylor University courses taken for a grade.

Incomplete and Not Reported Grades

All work for credit is expected to be completed within the term it is attempted; including independent studies, tutorials, on-line classes and experiential education. An incomplete grade (INC) may be given when an emergency prevents a student who has been passing the course from completing some crucial portion of the required work, but not to complete extra work to raise a grade. Incompletes must be initiated by the faculty member and submitted to the office of academic affairs for authorization by the Academic Dean. Incompletes should be translated to grades and reported to the registrar's office by the date approved by the Office of Academic Affairs. The last possible date for approval is the week before final examinations of the following full term.

The registrar's office will record an NR (not reported) when grades are unavailable, such as receipt of transcripts for off-campus study programs or faculty emergencies.

If no change has been made by the instructor by the approved due date, the registrar is authorized to change the INC or NR to an F.

Grade Reports

Students may view midterm and final grades through TOWER (Taylor Online Web Enabled Records). Mid-term grades are only entered if they are below C-. Mid-term grades are not recorded on the student's record in any way. Allow approximately one week after the last final exam for calculating and posting of final grades. Grades will not be mailed to degree seeking students. For information on accessing TOWER, go to http://online.taylor.edu/admin/tower/tower_for_students.htm.

Grade Changes

All requests for change of grade (except from an INC or NR) are initiated by the student with the professor of record and then must be approved by the Office of Academic Affairs. Questions regarding the grade should be directed to the professor within two weeks after being posted on TOWER. Such a change is permitted only before the end of the next term after the original grade was awarded.

Dean's List

Full-time students are named to the Dean's List when they have earned a 3.60 or better GPA for the term and when at least 12 hours carry quality point values.

Eligibility for Intercollegiate Athletics

For participation in intercollegiate athletics, students must be enrolled full time, carrying at least 12 credit hours. In addition, they must be students in good standing, not on probation, and meet the requirements of the United States Collegiate Athletic Association.

ACADEMIC REGULATIONS

Academic Progress

A student who meets the minimal GPA requirements as indicated below is considered to be a student in good academic standing. A student who falls below the minimum required GPA is placed on academic probation and enters a special advisement program under the direction of the Academic Center for Enrichment and the academic advisor.

Cumulative Earned Hours	Minimum Required GPA
00.00-12.99	1.60
13.00-30.99	1.70
31.00-44.99	1.80
45.00-60.99	1.90
61.00 +	2.00

The GPA of each student is reviewed twice annually to determine whether action needs to be taken with respect to probationary status. The first such review takes place after fall semester for all students. Athletes in play across three terms are reviewed after January interterm. At the end of the spring semester, GPAs for all students are reviewed for the same purpose.

For students placed on probation, failure to reach the minimum requirements within one semester results in suspension from the university, unless during that semester at least a 2.30 term GPA is earned. Students who earn a 2.30 term GPA may be placed on "extended probation" and are not eligible to receive financial aid. First-time suspension is for one semester; a second-time suspension is for one year. A student may apply for readmission after the suspension period. Readmission is not automatic and requires the approval of several offices on campus.

Placement on academic probation carries related consequences. Eligibility for financial aid continues for one semester only. No student on academic probation is allowed to hold a university student leadership position until such time as he/she qualifies for acceptable academic standing. Similarly, university policy does not permit athletic participation by students who are on academic probation. No student on academic probation may register for distance learning courses or independent study courses unless repeating a course. No academically suspended student may be enrolled in any Taylor courses including those offered by Taylor University's Center for Lifelong Learning (CLL). In some cases, it may be advisable for a suspended student to enroll in courses at another institution in order to make a better case for readmission to Taylor. Such students should consult with the registrar's office in advance of such enrollment.

Additional information concerning academic probation and suspension is available from the registrar's office.

General Academic Policies

Graduation

A student may complete graduation requirements at the end of any of the university's instructional terms that conclude in December, January, May, or August. However, commencement ceremonies are held only in May at the end of the spring term. Diplomas for December, January, and May graduates are awarded at commencement. Participation in commencement is open to those students who have completed all degree requirements by May or have an approved plan whereby all requirements will be met by the end of the summer session following commencement.

Candidates for graduation must complete an application for graduation. This form is available when registering for the fall semester one year prior to participating in commencement. The application begins the degree audit process. Prior to their senior year, students should check the schedule of classes and registration procedures to determine the deadlines for submitting the application for graduation. While the registrar will conduct degree audits on behalf of the university, students are responsible to ensure that all graduation requirements are met.

Attendance at commencement is required unless a written request to be absent is filed with and approved by the Vice President of Academic Affairs.

A candidate for graduation must fulfill all financial obligations to the university before he or she receives a diploma.

Honors at Graduation

Honors are designated at commencement only for those students who have fully completed all baccalaureate course work and requirements for their degrees before commencement. In recognition of superior scholarship, the university awards three levels of honors at graduation: cum laude, magna cum laude, and summa cum laude. Cum laude is awarded those students with a GPA of at least 3.50. Magna cum laude is awarded those students with a minimum GPA of 3.70. Summa cum laude is awarded those with a minimum GPA of 3.90.

Graduation honors are computed on Taylor University credit hours only; fifty percent of the minimum degree hours must be completed at Taylor University.

Final Examinations

Students must take their final examinations at the assigned hours listed in the exam schedule posted on TOWER. Exceptions are made only because of serious illness or death of an immediate member of the family. Reasons such as plane schedules, availability of flights, family vacations, missions trips, weddings, job searches, and rides leaving early are not acceptable exceptions. Students scheduled to take more than two final exams on the same day may, with written permission from a faculty member, reschedule an exam(s) to maintain a minimum of no more than two exams

per day. Students should contact the registrar's office to begin the rescheduling process.

Class Attendance

Students are expected to attend all sessions of classes for which they are registered. Any necessary deviations from this expectation must be reported by the student to the professor of the class to be missed. Excused absences (with permission to make up work) are only granted in the cases of (1) admittance to a hospital, (2) serious emotional illness (verified by the associate vice president for student affairs/dean of students); (3) athletic events approved by the faculty athletic committee or group absence for approved academic events (students must make prior alternate arrangements with the professors whose class(es) they will miss); (4) death or hospitalization of an immediate family member (mother, father, brother, sister, or grandparent); or (5) very unusual circumstances as evaluated by the professor.

Unexcused absences, without permission to make up work, must not exceed one per credit hour of the course. The penalty for excessive unexcused absences is communicated in each course syllabus. Unexcused absences could be used for situations such as travel difficulties, bad weather, conflicting schedules, oversleeping, minor sickness, doctor or dentist appointments, and job interviews. When courses are added after the first class meeting, each session missed will be considered an unexcused absence.

ACADEMIC INTEGRITY

As a Christ-centered intentional community, everything we do and say reflects our identity in Christ and our position as a part of this community; thus, integrity in all areas of life is critical to our own spiritual life and is equally critical to the life of the Taylor community.

Academic dishonesty constitutes a serious violation of academic integrity and scholarship standards at Taylor that can result in substantial penalties, at the sole discretion of the University, including but not limited to denial of credit in a course as well as dismissal from the University. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is forbidden. Academic dishonesty includes, but is not limited to, cheating on assignments or exams, plagiarizing, submitting the same (or substantially the same) paper in more than one course without prior consent of all instructors concerned, depriving others of necessary academic sources, sabotaging another student's work, and using without attribution a computer algorithm or program. In short, a student violates academic integrity when he or she claims credit for any work not his or her own (words, ideas, answers, data, program codes, music, etc.) or when a student misrepresents any academic performance. All major acts of academic dishonesty, as defined herein, must be reported by the faculty member to the Office of Academic Affairs and the Office of Student Affairs. Departments and/or professors may have discipline- or course-specific policies.

PLAGIARISM

Definition: In an instructional setting, plagiarism occurs when a person presents or turns in work that includes someone else's ideas, language, or other (not common-knowledge[1]) material without giving appropriate credit to the source.[2]

Taylor distinguishes between major and minor plagiarism infractions. Examples of minor infractions include inappropriate or inadequate citing or not crediting ideas from class readings. Examples of major infractions include taking significant portions of text from any source with no attribution or having a peer help write the paper. Taylor also distinguishes between collaboration, writer's feedback, and plagiarism: Collaboration and getting feedback on one's own writing are essential parts of the writing process; however, having a text altered for the writer is not. The level of appropriate collaboration on individual writing assignments is up to each professor, and each professor should make it clear to his or her students what level of collaboration is appropriate for each writing assignment (i.e. brainstorming with other classmates for ideas). Writer's feedback means having a peer or a Writing Center tutor work with the student to provide suggestions for revision in ways that allow the student author to maintain ownership; this is not plagiarism. However, having a peer make changes to the organization, ideas, paragraphs, or sentences for the student demonstrates a level of ownership over the work; thus, these acts would be considered plagiarism.

Policy: All major acts of plagiarism must be reported by the faculty member to the Office of Academic Affairs and the Office of Student Affairs. The student and faculty member involved will receive a copy of the completed plagiarism incident report. All incident reports will be archived in both Academic Affairs and Student Affairs and will be viewed and used solely by the deans of these offices to track plagiarism incidents in order to catch patterns of behavior. This tracking will affect student consequences for any additional plagiarism incidents reported and may affect recommendations for off-campus student activity participation. Plagiarism records in Academic Affairs' and Student Affairs' offices will be destroyed along with all other student records according to their respective policies.

Academic Grievance

To assure an open atmosphere in academic endeavors, procedures have been established to provide fair process of any academic complaint registered by a student. A detailed description of the informal and formal academic grievance procedures is available to students upon request to the Office of Academic Affairs. The procedures are part of the university's commitment to maintaining a climate of openness and justice in all areas of academic life. The objective is to provide fair treatment of both any student who registers an academic complaint and any faculty

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1 **Common knowledge** means any knowledge or facts that could be found in multiple places or as defined by a discipline, department, or faculty member.

2 **Adapted from the Writing Program Administrators:** "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices" <http://www.wpacouncil.org>.

member, or any other academic staff member, who is accused of unfairness toward a student.

The first step for students who believe unfair treatment has occurred in their academic experience is to make an appointment and meet and discuss the issue with the respective faculty member or academic staff person. Then, if necessary, the student should discuss, by appointment, the issue with the faculty member's department chair (or division associate dean if the faculty member involved is a department chair), or the supervisor of the academic staff member. If necessary, a third informal step can be taken by the student, that being a conference with the associate vice president for academic affairs. If the issue is still not resolved, a formal grievance process can be initiated as prescribed in the policy statement available from the Office of Academic Affairs.

Academic Exceptions

Students requesting exceptions to approved academic policy must submit an academic petition, available from the registrar's office. The student's advisor and the registrar must review the petition before action is taken on the academic petition by the Office of Academic Affairs and/or the Educational Policy Committee.

Advanced Placement and Credit by Examination

Students may qualify for advanced placement and college credit by satisfying the standards set by individual departments to pass the College Board Advanced Placement Examinations (AP), the College Level Examination Program (CLEP), the International Baccalaureate (IB) credit at the higher level, and Cambridge General Certificate of Education Advanced Level Examinations (GCE A-Level).

To receive six hours of credit for intermediate language, the student must take the CLEP exam at Taylor by October 15 for students entering the fall semester and March 15 for students entering the spring semester.

All students are expected to complete the expository writing requirement by the end of their first year at Taylor. If the AP or CLEP exam for expository writing is passed and approved by the Academic Center for Enrichment, the fee for posting credit to the transcript must be paid prior to second semester pre-registration. The student is responsible to verify that scores are received in the Academic Center for Enrichment. The CLEP exam for expository writing must be taken and passed by October 15 for students entering in the fall semester and March 15 for students entering in the spring semester. Students not completing all requirements by the appropriate date must register to take ENG 110 during their second semester.

Prior to entering Taylor, students interested in AP or CLEP testing credit should contact the Academic Center for Enrichment to request information regarding testing policies, fees, deadlines and limitations.

IB is a rigorous pre-university course of study that leads to examinations. For a student to obtain IB credit, the courses must be at the higher level (HL), scores must be 5 or higher, courses for the major are subject to departmental review, and transcripts must be requested from the IB office and not the high school.

GCE-A Level credit may be awarded with a grade of D or higher. Students must submit to the registrar's office a certified copy of the examination certificate and examination syllabus. Credit will not be awarded on the basis of a results slip. The affected departments must approve credit for exams.

See Alternate Delivery Methods for maximum number of hours that can be taken through credit by exam.

Alternate Delivery Methods

- All students may earn up to 30 hours of distance learning credits. Up to 12 hours of independent study may be included in this 30-hour maximum for distance learning.
- Students may earn up to 30 hours of prior learning assessment (PLA). Departmental credit, CLEP, AP, IB, and GCE A-Level credit are included in this 30-hour maximum for prior learning assessment. Enrollment in IAS 103E is required to receive PLA credit. PLA is primarily for adult learners and limited to students 24 years or older.
- Awarding Departmental Credit for non-traditional learning. Ordinarily credit for non-traditional learning is by prior learning assessment (PLA) through the Center of Lifelong Learning (CLL). Any request for more than 6 hours of prior learning credit must go through the prior learning assessment process as conducted by CLL. On occasion, academic departments may award up to 6 hours of credit under the following conditions:

1. If a department chair deems the acquired student's non-traditional learning meets or exceeds the learning objectives for a particular course, within the student's major and the student has clear documentation, the chair may award credit for that course.

and/or

2. If a department chair deems that the student has acquired certain skills and abilities beyond the scope of courses offered by the department the chair may award up to three (3) credit hours of general departmental elective credit.

and/or

3. Department credit may be awarded for meeting certification requirements while taken in residence.

B. Maximum Credit and fees

All Departmental credits will be a part of the 30 maximum credits allowed for CLEP, AP and PLA credits.

Under all circumstances above the standard transcripting fees will apply.

- A maximum total of 50 hours is allowed for distance learning and prior learning assessment.

Distance Learning Policy

The guidelines listed below for accepting transfer credit are also used in evaluating distance learning courses taken at other accredited universities. Courses taken prior to entering Taylor University require approval by the registrar. After enrolling at Taylor, a student must complete a course approval form signed by the academic advisor, the department chair, and the registrar prior to taking the course(s). In some instances, the course department chair's signature may be required. Students should request that transcripts be sent directly to the registrar before the next enrollment period.

Courses taken directly through Taylor University's Center for Lifelong Learning (CLL) require the approvals stated above. Grades earned affect the cumulative GPA. These courses are not considered part of the academic load for enrollment verification or financial aid purposes except under special conditions with the approval of the Vice President of Academic Affairs. No student on institutional academic probation is permitted to register for courses through CLL unless repeating a course. No academically suspended student may be enrolled in any Taylor courses, including those offered by CLL. All work must be completed by the last day of regular classes prior to exam week; candidates for graduation must complete all distance learning course work and exams no later than 20 days prior to the graduation completion date.

See Alternate Delivery Methods for maximum number of hours that can be taken through credit by distance education.

Transfer Credit Policy

To receive credit for course work earned at other accredited universities, new students should request that transcripts be sent directly to the Admissions Office at Taylor University. These transcripts are forwarded to the registrar's office for an evaluation. A copy of this evaluation is sent to the student. The registrar evaluates courses for general education and elective credit; however, it is the student's responsibility to meet with the appropriate department chair to have major or minor

courses evaluated and notification sent to the registrar by the department chair. Course descriptions and syllabi may be required in order to evaluate courses.

After enrolling at Taylor, students who plan to take courses at another university during the summer or during a semester's absence and wish to transfer credits to apply toward a degree must complete a transfer approval form signed by the student's academic advisor, the department chair, and the registrar prior to taking the course(s). In some instances, the course department chair's signature may be required. Students should request that transcripts be sent directly to the registrar's office upon completion of the courses(s) before the next enrollment period.

The guidelines for accepting transfer credit are as follows:

- Taylor University reserves the right to accept or reject courses for transfer credit. Remedial courses are not transferable.
- Accepting courses for transfer and applying them toward degree requirements are separate considerations. Courses that transfer as elective credits may not always be applicable to specific requirements.
- Only course work with a grade of C- or better is accepted. Courses taken for a grade mode of pass, credit, or satisfactory do not transfer unless the transcript indicates that the grade is equivalent to at least a C-. Although a minimum grade is required, letter grades do not transfer. The GPA is computed only on work offered by or through Taylor University.
- Degree residency requirements: (1) students must complete fifty percent of the minimum degree hours at Taylor University (i.e., 64 of the minimum 128 hours required for the baccalaureate degree; 32 of the minimum 64 hours required for the associate degree); (2) students must complete fifty percent of the major or minor hours at Taylor University; (3) at least 22 of the last 30 hours must be taken at Taylor University.
- A maximum of 64 hours of credit may be transferred from an accredited two-year college. These courses are not given upper-division credit.
- The Director of Teacher Certification must approve courses that apply toward teacher certification.
- Credit by examination (AP, CLEP, IB) recorded for a specific course on an official transcript must meet Taylor standards in order to be accepted for credit. Procedures for acceptance of credit may be obtained from the Academic Center for Enrichment. Departmental challenge exams from other institutions are not transferable.
- Graduation honors are computed on Taylor University work only.

Transfer Policy for Non Articulated Study Abroad Programs

Students wishing to receive credit from a study abroad program not offered through Taylor University are responsible for initiating the approval process, which begins with their academic advisor and department chair. Students must comply with the following guidelines:

- Taylor University will not enter into a consortium agreement, for the purposes of study abroad, with any foreign or domestic college/university or study abroad agency.
- No financial aid (federal, state, or institutional) will be awarded to students participating in nonarticulated study abroad programs.
- Study abroad programs must be sponsored by other regionally accredited colleges/universities. Transfer credit will be accepted only if prior approval has been granted by the department, the director of general education, and the registrar. The sponsoring college/university grants the credit and grade for each course. Upon completion of the approved courses, an official transcript from the sponsoring college/university should be sent to the registrar.
- Be aware that course offerings and schedules are subject to change, and we cannot guarantee that course changes will be accepted without the appropriate approvals.
- Students must meet the following policies as they plan their study abroad:
    1. Twenty-two (22) of the last 30 hours must be completed at Taylor University.
    2. Fifty percent of the degree hours must be completed at Taylor University
    3. Fifty percent of the major/minor hours must be completed at Taylor University.
- Taylor University recommends that students begin the program and course approval process one year prior to their anticipated enrollment in any study abroad program. All course approvals must be finalized by March 1 (for the summer or fall) and October 1 (for the spring).
- No more than 17 hours will be approved for semester-long programs. No more than 12 hours will be approved for a summer term.

Stop-Out Policy

A student who finds it necessary to leave Taylor University temporarily with the firm intention to return may apply for stop-out status during the advance registration period. This status, which is open to students in good academic standing, is limited to one academic year, requires a definite return date, and enables students to return without formally applying for readmission through the admissions office. Students unable to return at the designated return date will be required to go through the formal readmission process. The stop-out option is not available to students who

find it necessary to withdraw from the university after the term begins. It is the responsibility of students on stop-out to follow directives published annually relating to student housing, billing, payment of bill, registration, and financial aid.
The stop-out application process begins in the registrar's office and requires approval by the student advisor and the registrar. A student planning to take courses at another institution during the stop-out period must submit transfer credit request forms to the registrar's office before the stop-out status will be approved. Failure to do so will require re-admittance through the admissions office.

Transcript of Academic Record

In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), transcripts may not be released without the written consent of the student. Students should submit a "Transcript Request Form" available in the registrar's office or on-line to the registrar's office for processing. Since no transcript is issued unless all financial obligations to the university are current according to an agreement with the business office the business office will be asked to approve the release of the transcript. For more information on requesting official transcripts go to http://fw.taylor.edu/academics/registrar/transcripts.html.

You may view your course abstract, an unofficial copy of your academic transcript, online. This abstract is only useful for you and your advisor. This can be accessed from http://my.taylor.edu/cp/home/loginf using the student tab and TOWER.

You must contact the registrar's office if you need an official transcript.

Degree Requirements

Taylor University Fort Wayne offers programs leading to the masters of business administration degree, bachelor of arts degree, bachelor of science degree, bachelor of business administration degree, and the associate of arts degree.

All undergraduate degrees require students to fulfill general education, major field, and elective courses. Students must declare a major by the time they reach junior status (61 hours). Undergraduate students must also demonstrate proficiency in essential skill areas, i.e. reading, math, and writing.
In view of occasional curricular changes, continuously attending students may elect to meet the graduation requirements that were in effect at the time they entered Taylor University. Otherwise, they must meet current graduation requirements. In situations where curricular changes must be made in compliance with new licensing or credential requirements, students will be required to comply with new requirements.

While there is no official time limit for the completion of a degree for continuously attending students, students who interrupt their enrollment for more than two full semesters must apply for readmission and meet the degree requirements current at the time of readmission.

ACADEMIC REGULATIONS

Baccalaureate Degree Requirements

A baccalaureate degree is an award that requires the completion of at least four academic years of college-level work or the equivalent in an academic field of study and that meets the institutional standards for satisfying the requirements of this degree level. Only one degree is awarded for each major.

The bachelor of arts degree centers on courses of study in the arts and sciences. It is likely to include more elective courses in the major field of study. Candidates for the bachelor of arts degree must demonstrate the equivalent of two years in one foreign language. The degree may be combined with curriculum requirements in education.

The bachelor of science degree usually requires more upper-division courses, fewer electives, and a practicum or internship experience. Bachelor of science degrees are often awarded to students preparing for professional fields. Students usually specialize more in the natural and social sciences than in the humanities.

The bachelor of business administration degree is designed for students with work experience desiring to continue learning opportunities leading to a degree in business. This degree is designed for students preparing for career advancements and transitions.

Students must make application and receive approval of both departments before adding concurrent majors or a second minor. Students adding a third major or minor are required to obtain departmental and Educational Policy Committee approval.

The following requirements apply to the baccalaureate program:

- Minimum of 128 semester hours, with the exception of the BBA program
- The residency requirement for the awarding of a Taylor University degree is fifty percent of the minimum degree requirement.
- At least 22 of the last 30 hours earned towards the degree must be taken in residence at Taylor University.
- Completion of all general education requirements.
- Cumulative GPA of 2.00. (Higher GPAs are required in certain curricula. See, for example, education and social work.)
- Passing grade in all hours for graduation.
- Minimum of 42 semester hours of upper-division (300-400 level) courses.
- Candidates for two degrees must complete a minimum of 158 semester hours and meet requirements for two different majors.

- Students desiring to complete the requirements for two degrees must make application and receive approval from both departments and the Educational Policy Committee.

Major

The major is the principal field of study usually consisting of twenty-five percent or more of the total hours required in an undergraduate curriculum. At Taylor University, typical fields of study require students to earn a minimum of 30 hours of credit. The following requirements apply to the major:

- A 2.30 GPA in the major field is required. (Higher GPAs are required in certain curricula.) The institutional ("default") methodology for computing this GPA will be to include all courses that could be counted toward the major, including courses in which a grade below a C- is earned. This includes courses taken in cognates, tracks, supporting areas, etc. Some departments may adopt unique GPA requirements for their programs using specific guidelines that must be approved by the Educational Policy Committee. These guidelines will be listed with the major requirements.
- Courses earning a grade below C- may not be counted toward the required number of hours for the major and must be repeated.
- No course taken pass-fail may be included in the major.
- One-half of the hours in the major field must be earned at Taylor University.
- A comprehensive examination in the major field of study must be successfully completed.
- Students must make application and receive approval of both departments before adding concurrent majors. Students adding a third major are required to obtain departmental and Educational Policy Committee approval.

Concentration

A concentration is an intensive study of a subject within a major field of study consisting of at least thirty percent of the major requirements. At Taylor, concentrations are specialized areas within the major field and include tracks, application fields, supporting areas and areas of emphasis. There is a range of required hours that are determined by standards within the field along with requirements established by the department. Every concentration completed by a student must have at least one-half of its requirements unique to that concentration.

Minor

The student's field of secondary emphasis is usually, but not always, outside the major field. The minor normally consists of fifteen percent or more of the total hours required in an undergraduate curriculum. At Taylor, a minor generally involves a course of study equivalent to about one-half of a major. Minors are

intended to complement the major and/or provide a greater breadth to liberal arts education. The following requirements apply to the minor:

- A 2.30 GPA in the minor field is required. (Higher GPAs are required in certain curricula.) The institutional ("default") methodology for computing this GPA will be to include all courses that could be counted toward the minor including courses in which a grade below a C- is earned. Some departments may adopt unique GPA requirements for their programs using specific guidelines that must be approved by the Educational Policy Committee. These guidelines will be listed with the minor requirements.
- Courses earning a grade below C- may not be counted toward the required number of hours in the minor.
- No courses taken pass-fail may be included in the minor.
- One-half of the hours in the minor must be earned at Taylor University.
- Students must make application and receive approval of both departments before adding a second minor. Students adding a third minor are required to obtain departmental and Educational Policy Committee approval.

Language Requirements for Bachelor of Arts Degree

Candidates for the bachelor of arts degree must demonstrate the equivalent of two years of one foreign language for graduation from Taylor University. Taylor, Fort Wayne, offers language instruction in Spanish, New Testament Greek, and Hebrew. Hebrew will not meet the general education requirement.

Students with no previous language background do not need to be tested and should begin their language study with the appropriate first semester course. No language placement exam is available for Greek or Hebrew. Students who have transferred in college credit in Spanish should not take the placement test but should continue with the next course in sequence. Students who have had previous study of Spanish in high school and intend to continue in the language must take the online WebCAPE placement exam. Students are then placed into Spanish classes at the level indicated by the exam. Students with previous study in French may take the placement test and can continue French studies through the For Wayne Area College Consortium.

Students who place into semester 4 (202) may receive credit for semester 3 (201) by taking and successfully completing 202 with a minimum grade of B-. The fee for posting credit to the transcript should be paid at the time of notification.

Students who place into semester 5 (advanced) have two options:

- To fulfill the language requirement and receive no credit, students should complete an on-campus test to verify placement out of the language by the end of their first year at Taylor.

- To fulfill the language requirement and receive six hours of credit for intermediate language (201, 202), students should take the CLEP exam by the end of their first year at Taylor. If the exam is passed, the fee for posting credit to the transcript should be paid at the time of notification.

Students of a language other than those offered at Taylor may choose to meet the language requirement by demonstrating proficiency equivalent to two years of college study of that language. The request should be initiated with the registrar's office. No academic credit will be awarded.

English/Writing Proficiency and Requirements

In order to assure writing success at Taylor, students will be placed in the best freshman-writing course that will meet their needs.

For all students, a two-step writing placement process is followed. First, the student's SAT or ACT verbal scores are evaluated. Students whose verbal score is 500 or higher (SAT) or 20 or higher (ACT) are automatically placed into ENG 110 Expository Writing. Students whose verbal score is 410 or below (SAT) or 13 or below (ACT) are automatically placed into ENG 170 Enhanced Expository Writing. Students whose scores fall within 420-490 (SAT) or 14-19 (ACT) are required to take an online placement essay test that will be evaluated to determine placement into ENG 170 or 110.

All new students, both first-time freshmen and transfers, are expected to complete ENG 110 Expository Writing or its equivalent by the end of their first year at the university, by in-class instruction at Taylor, transfer credit, AP, or CLEP credit.

Writing courses transferred from other institutions to meet ENG 110 must represent the total writing requirement at that university (the last course in a sequence if more than one semester is offered). The course should include process writing, finished essays, and a research paper. The registrar's office (in consultation with the English department at Taylor) must approve transfer courses.

Students wishing to attempt CLEP credit in English must have verbal scores at or above 660 (SAT) and 27 (ACT). A scaled score of 69 or higher on the CLEP Freshman College Composition exam qualifies a student to write an essay evaluated by the Taylor University English department. The CLEP exam must be taken and passed by October 15 for students entering fall semester and March 15 for students entering spring semester. Students not completing all requirements by the appropriate date must register for ENG 110 in their second semester at Taylor.

An AP score of 5 qualifies for credit, while a score of 4 requires evaluation of the essay by the English department at Taylor University. It is the student's responsibility to request that AP send the essay by September 15 if a score of 4 is received. The AP process must be completed with the Academic Center for

Enrichment before October 15 for students entering fall semester or March 15 for those entering spring semester.

If the AP or CLEP exam for expository writing is passed and approved by the Academic Center for Enrichment, the fee for posting credit to the transcript must be paid by November 1 for those entering fall semester and April 1 for those entering spring semester.

Reading and Math Proficiencies

All new students, both first-time freshmen and transfers, must demonstrate proficiency in reading and mathematics. The purpose of these proficiency requirements is to assure that all students are prepared to successfully complete the coursework that will be taken at Taylor. Proficiency tests are administered during summer orientations and during the first week of the semester.

Reading: All students must fulfill the reading proficiency requirement according to the following guidelines.

- Students with SAT verbal scores of 540 or above or ACT English scores of 23 or above will be considered to have met the reading proficiency requirement.

- Students with SAT verbal scores below 540 or ACT English scores below 23 will be required to attain a passing score on the reading proficiency test. Students in this group who do not pass the proficiency test will be enrolled in IASF 182 Applied Learning Techniques-Verbal. Failure to pass the test as part of the course will require re-enrollment in IASF 182 in the following term.

- Transfer students who did not have SAT/ACT scores sent to Taylor as part of their admission application are required to take the reading proficiency test before November 1 for those entering fall semester and April 1 for those entering spring semester. Transfer students who have not passed the test by this deadline are required to enroll in IASF 182 in their second semester at Taylor.

Math: All students must fulfill math proficiency requirements according to the following guidelines.

- Students with SAT math scores of 550 or above or ACT math scores of 24 or above will be considered to have met the math proficiency requirements.

- Students with SAT math scores below 550 or ACT math scores below 24 will be required to attain a passing score on the math proficiency test. Students in this group who do not pass the proficiency test will be enrolled in IASF 186. Failure to pass the test as part of the course will require re-enrollment in IASF 186 in the following term.

- Transfer students who did not have SAT/ACT scores sent to Taylor as part of their admission applications are required to take the math proficiency test before November 1 for those entering fall semester and April 1 for those entering spring semester. Transfer students who have not passed the test by this deadline are required to enroll in IASF 186 in their second semester at Taylor. Math transfer courses will not meet the math proficiency requirement.

Senior Seminar

Senior Seminar is an integrative, interdisciplinary general education requirement. Students will register for IAS 495 a one-hour general education course during either the fall or spring semester of their senior year.

Senior Comprehensive Examination

A candidate for a baccalaureate degree must pass a comprehensive examination in the major field of study. This examination is given during the senior year. A student is allowed a maximum of three attempts to pass the comprehensive examination in any single major. If a student intends to graduate with more than one major, a comprehensive examination is required for each. The examinations are to be marked superior, pass, or fail.

Associate of Arts Degree

An associate degree is an award that requires the completion of at least two academic years of college-level work or the equivalent in an academic or occupationally specific field of study and that meets institutional standards for satisfying the requirements for this degree level.

The associate of arts degree requires general education and major area courses along with demonstrated proficiency in essential skill areas. At Taylor University, most of the degree programs are designed to prepare students for occupational-specific fields as well as preparation for matriculation to baccalaureate degree programs. An associate of arts degree must be completed and awarded one calendar year before a baccalaureate degree from the same department can be awarded. The associate of arts in liberal arts is not to be taken with or awarded with any of the three baccalaureate degrees. The following requirements apply to the associate's degree:

- Minimum of 64 semester hours.
- The residency requirement for the awarding of a Taylor degree is fifty percent of the minimum degree hours.
- At least 22 of the last 30 hours in residence at Taylor University.
- Cumulative GPA of 2.00.
- The following general education courses: IAS 101, 110; ENG 110; CAS 110 or 120; PHP 100 and 200x (1 hour); BIB 110 and 210; CIS 104; one social science or history course; HUM 230 or a literature course from ENG 230, 233, 240, or

250; one science or math course. The AA degree in liberal arts requires HUM 230, a literature course, one science course, and one math course in addition to the courses listed above.

- Demonstrate proficiency in writing, mathematics, and reading.
- Fulfill all major area requirements. (Refer to Business Administration, Early Childhood Education, Liberal Arts, for detailed listing.)
- This degree does not allow for more than one major area of study.

Taylor University, Fort Wayne, offers programs leading to the master of business administration degree, bachelor of arts degree, bachelor of science degree, bachelor of business administration degree, and associate of arts degree. Each student selects a major and meets the requirements for the chosen course of study. In addition, every student meets general education requirements and may select from electives to complete his or her studies. Two years of one foreign language are required of students pursuing the bachelor of arts degree program..

Taylor University reserves the right to withdraw a course or a program or to limit its enrollment when for any reason it becomes impractical to offer it as previously scheduled.

Academic Program Objectives

Taylor University's undergraduate academic program

- requires students to demonstrate depth of learning in an academic major,
- structures the general education experience for the dissemination of the liberal arts heritage,
- fosters the capacity for making sensitive, value-oriented judgments,
- engages students and faculty in and encourages research,
- prepares students for conscientious and creative leadership in a technological world,
- establishes foundations for graduate study,
- shares intellectual expertise with the larger geographical, scholarly, and faith communities,
- anchors specific career preparation for a variety of professions in a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives,
- prepares students to meet external certification and licensing requirements, and
- provides pre-professional preparation.

General Education

All undergraduate students at Taylor University share certain common educational requirements. Known as general education, this program grows out of the purpose of the university as expressed in its Christian beliefs, mission statement, and academic objectives.

In seeking to integrate faith and learning in the Christian university environment, the general education program recognizes that all truth is God's truth in the special revelation of the inspired Scriptures and in the accumulated knowledge of human experience. The Christian faith permeates all learning. This idea means that (1) faith is the foundation for our learning in the academic disciplines, and (2) the academic disciplines are important for informing our faith and transforming our world.

ACADEMIC PROGRAMS

Christian worldview assumptions provide the foundation for the learning process and infuse the liberal arts and the academic majors with direction, meaning, and motive for application. Such interaction of faith and learning transforms general education courses in terms of subject selection, interpretation of information, the search for meaning in information, the application of knowledge, a model for living and learning, and an enthusiastic appreciation for knowledge. The liberal arts enhance the study of the student's major and support preparation for the world of work as well as civic, social, and personal responsibilities.

Representing nearly half of the baccalaureate programs, general education is liberating education in that it frees Christians to think and deal with the entire range of knowledge. The faculty of Taylor University affirms that general education is intended to develop students who evidence the following characteristics of mature and intellectual Christians:

Spiritual Activity: Students who are spiritually active have developed an intellectual and experiential understanding of the Christian heritage enacted in a consistent lifestyle of study, worship, service, stewardship, and world outreach.

Critical Thinking: Students who are critical thinkers have learned the intellectually disciplined process of conceptualizing, quantifying, analyzing, synthesizing, and evaluating information gathered from or generated by observation, experience, reflection, reason, or communication as a guide for action or belief.

Competent Communication: Students who are competent communicators have developed understanding and skill in the nature and practice of private and public discourse as instruments for creating, interpreting, and evaluating beliefs, attitudes, policies, and values in the context of various communities.

Scientific Literacy: Students who are scientifically literate have understood and employed the scientific method as a means of inquiry, are familiar with basic subject matter in representative areas of the natural sciences, understand foundational connections among the various areas of science and mathematics, and are able to relate scientific principles to human affairs.

Aesthetic Literacy: Students who are aesthetically literate have developed knowledge of the unique epistemology represented by the arts, including a discerning awareness of the language and literature of diverse art forms.

Civic Mindedness: Students who are civic minded have attained systematic knowledge of the structure and processes of domestic and international cultural, economic, political, and social systems and value participation in those structures and processes.

Responsible Stewardship: Students who are responsible stewards have developed an understanding of God's command to be good caretakers of His creation and

practice individual accountability in managing spiritual, intellectual, personal, physical, and economic resources.

Lifelong Learning: Students who are lifelong learners are committed to learning as a means of continuous growth and development, which expresses itself in ministry and reverence toward God in an ever-changing world.

General Education Requirements

The following general education requirements apply to all Taylor University Fort Wayne programs except the bachelor of business administration (BBA). The BBA has been restructured and is a program that combines seminars with on-line instruction. As a result of the restructuring the BBA program has a unique set of general education requirements. The general education requirements for the BBA are listed with the other BBA degree requirements in the BBA academic regulations.

No single general education course may meet two separate general education requirements (except CC, WR and SP).

Orientation

IAS 101	1	New Student Orientation

Spiritual Foundation

IAS 110	3	Foundations of Christian Thought
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
REL 313	3	Historic Christian Belief
PHI 413	3	Contemporary Christian Belief
IAS 495	1	Senior Seminar

Stewardship of the Body

PHP 100	1	Fitness for Life

Select two of the following:

PHP 200x	1	PE Activity
PHP 200x	1	PE Activity
PHP 250	3	Elementary School Health & Physical Education

Speaking

Select one of the following:

CAS 110	3	Public Speaking
CAS 120	3	Interpersonal Communication

Complete two additional designated speaking courses (SP)

Writing

ENG 110	3	Expository Writing

Complete two additional designated writing courses (WR)

Fine Arts
HUM 230 4 Art as Experience
Select one of the following to meet the participation in the arts requirement:
HUM 250D 1 Drawing
HUM 250M 1 Movement
Music ensemble - 1
Music lesson (private or class) – 1

Computer Science
Select one of the following
CIS 104 2 Computer & Information Concepts
EDU 242 3 Computers in Education (for elementary education majors)

Literature
Select one of the following:
ENG 230 3 World Literature
ENG 233 3 Literary London
ENG 240 3 American Literature
ENG 250 3 British Literature
CAT 200 3 Oral Interpretation of Literature

Science
Select two lab courses from two different areas. A total of at least 7 hours in lab science is required

Area I - Life Science
BIO 100 5 General Biology
BIO 143 4 Human Biology
ENS 200 3 Environment and Society
Area II - Physical Science
PHY 120 4 Experiences in Physical Science
PHY 121 5 Survey of Physical Science
Area III - Earth Science
GEO 210 4 Physical Geography
PHY 197E 4 Introductory Astronomy

History
Select one 3-5 hour HIS course.

Mathematics
Select one course from the following:
MAT 110 3 Finite Mathematics
MAT 120 3 Investigations in Mathematics
MAT 140 3 Fundamental Calculus for Applications
MAT 151 4 Calculus with Analytic Geometry I
MAT 210 4 Introductory Statistics

SOC 355	4	Applied Social Statistics

For elementary education majors only:

MAT 201	4	Mathematics for Elementary Teachers I
and		
MAT 202	4	Mathematics for Elementary Teachers II

Social Science
Select two courses from *two different departments*. At least one course must be from the civic engagement area.

(1) Civic Engagement

ECOF 190	3	Issues in Economics
ECOF 201	4	Principles of Microeconomics
JUS 100	3	Introduction to Criminal Justice
POS 100	3	American Politics
SOC 100	3	Introduction to Sociology
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SWK 200	3	Explorations in Social Work
SWK 320	3	Unleashing the Oppressed

(2) General Social Science Courses

GEO 220	4	Regional Geography
IAS 330	3	Human Relations in Organization
PSY 200	3	Introduction to Psychology
PSY 240	3	Child Psychology
PSY 250	4	Life Span Development
PSY 340	3	Adolescent Psychology
SOC 200	3	Cultural Anthropology

Cross Culture
Complete one designated cross culture course (CC)

Course Information

Lower-division courses, typically courses numbered at the 100 and 200 level, are introductory and foundational courses designed for freshmen and sophomore-level students. Upper-division courses, numbered at the 300 and 400 level, build upon higher knowledge and principles and usually require junior and senior-level students to demonstrate an advanced level of independence, writing ability, and critical thinking skills in learning difficult content material within various academic disciplines.

Some curricular courses or course components listed in this catalog include physical or off-campus activities for which students must sign a waiver of liability as a precondition of participation.

The following courses are offered in many departments with descriptions for these courses being the same for all departments. Descriptions are provided here, but these courses carry department prefixes. Registration forms are available in the registrar's office or http://online.tayloru.edu/admin/registrar/forms.asp

170/370 **1-4 hours**
Selected Topics
A course offered on a subject of interest but not listed as a regular course offering. May count toward the departmental major, or meet a general education requirement.

360 **1-4 hours**
Independent Study
An individualized, directed study involving a specified topic.

393 **1-4 hours**
Practicum
Supervised learning, involves first-hand field experience, or a project. It is offered primarily during summer. Generally, one hour of credit is awarded for a minimum of 40 hours of practicum experience.

450 **1-4 hours**
Directed Research
Investigative learning, involving closely directed research and the use of such facilities as the library or laboratory.

480 **1-4 hours**
Seminar
A limited-enrollment course designed especially for upper-class majors with emphasis on directed readings and discussion.

490 **1-2 hours**
Honors
Individualized study or research, of an advanced topic, within a student's major. It is open to students with at least a 3.00 GPA in the major field.

Academic Programs List

The listings and text that follows provides the details of the courses of study. Listed alphabetically by department and/or program, the material includes major requirements, and course descriptions. Course descriptions identify the content, the level of difficulty of the course, and any prerequisites that apply.

Associate of Arts Degree Areas of Concentration

Biblical Studies	offered through CLL*
Business Administration	offered on campus
Early Childhood Education	offered on campus
Justice Administration	offered through CLL*
Liberal Arts	offered on campus and through CLL*

*The Center for Lifelong Learning facilitates associate of arts degrees on-line. Academic policies for these degrees can be found in the CLL Academic Policies manual. Requirements for the AA in Liberal Arts vary slightly on-line from the requirements on campus.

A 2+2 program that enables students to complete an associate of arts in liberal arts degree on-line in two years and complete an additional two years of study on campus attaining a bachelor of arts or bachelor of science degree. The area of concentration in the associate of arts degree is intended to become the major in the bachelors program. Academic policies pertaining to the AA degree can be found in the 2+2 Program Academic Policies manual.

Baccalaureate Majors

Biblical Studies
Business Administration **
Christian Education
Counseling
Criminal Justice
Elementary Education
English Studies
Goal-Oriented
Intercultural Studies
Interdisciplinary Studies
Justice and Ministry
Law and Justice
Marketing Communication
Organizational Management
Pastoral Ministries
Professional Writing
Social Work
Vocational Ministry
Youth Ministries

The BBA degree utilizes a non-traditional format combining resident and on-line delivery methods. This major has unique academic requirements which can be found at http://cll.taylor.edu/bba/curriculum.php. Admission requirements can be found at http://cll.taylor.edu/bba/admissions.php.

Baccalaureate Minors

Biblical Literature	Management
Christian Education	Marketing
Criminal Justice	Music
English	Psychology
Intercultural Studies/Missions	Public Relations
Journalism	Spanish
Justice and Ministry	Urban Studies
Law and Justice	

Minors are only offered on campus.

Art

Art Courses

ART 300 **3 hours**
Art for Teachers
Opportunities for the development of skills and learning experiences for use in the elementary classroom. Introduction to the components of Discipline Based Art Education through lecture, studio projects, and out of class assignments.

Computer Science Courses

Computer Science Courses

CIS 104 **2 hours**
Introduction to Computers and Information Technology
An introduction to computing issues and information technology designed to provide a foundation for future course work directly related to the student's major. Topics discussed include hardware and software, operating systems, graphical user interfaces, data storage technologies, local and network information access, spreadsheets, and ethical issues. The course is designed for those with little or no previous computer experience. Two hours lecture with an additional lab component. Meets general education requirement.

CIS 215 **3 hours**
Discrete Mathematics
Elements of discrete mathematics important as a foundation for computing disciplines are studied. Topics include functions, sets, recursion, computability, combinatorics, Boolean algebra and logic, graphs, difference equations, number systems, and numeric representations. Prerequisite: MAT 151.

CIS 401 **4 hours**
Decision Science
Examination of mathematical techniques used in systems analysis including mathematical programming, probability models, optimization, and statistical techniques with an emphasis on applications using computer assisted instruction. Prerequisites: MAT 151, MAT 210.

Christian Ministries Department

Biblical and theological studies constitute a foundational part of a Christian liberal arts education. The Christian faith is considered to be worthy of study in itself as well as relevant to all areas of human knowledge. For that reason, Taylor University includes within its prescribed general education curriculum five courses that introduce the student to biblical studies in the Old and New Testaments and historic and contemporary Christian belief. In addition to the academic aspect of faith development, Taylor University Fort Wayne emphasizes one's spiritual formation as part of the whole-person development. The Christian Ministries department also offers elective courses for students pursuing majors in other fields.

For students who are interested in preparing for full-time ministry, the Christian ministries department offers studies leading to degrees in six related disciplines- Biblical Studies, Christian Education, Intercultural Studies, Pastoral Ministries, Counseling, and Youth Ministries. The curriculum is designed to give the student a foundational understanding of the Bible, Christian theology, ministry and skills required for serving in a church or parachurch setting, and academic preparation for graduate studies.

A new program in Vocational Ministry has been designed for those who wish to serve as church-planters, bi-vocational ministers, or in a "tent-making" position. The program is a cooperative effort designed for students who either have, or would like to obtain an Associates Degree in a vocational field, and want to combine their skill with ministerial training, leading to a Bachelors degree. Students who already have an Associates degree can bring up to 64 hours in transfer credits into the degree program. For those who do not have a vocational degree, the "Going Beyond" program (a cooperative venture between Taylor University Fort Wayne and Ivy Tech State College) will allow them to earn an AA and a BS degree.

Departmental Core Requirement

Students in the Christian Ministries department must complete a departmental core of 20 hours in addition to the 21-47 hours of required courses. The departmental core emphasizes those areas that are germane to all ministries and includes the following courses:

BIB 272	3	Inductive Study of the Bible
BIB 462	3	Biblical Theology
CMI 100	3	Introduction to Ministry
CMI 122	3	Principles of Evangelism and Discipleship
CMI 262	3	Spiritual Formation
Or		

CSG 210	3	Discipleship Counseling
CMI 451	2	Senior Research *
PHI 262	3	Contemporary Issues *

* majors in Counseling have other courses to substitute for these core classes.

Biblical Studies Major

The Biblical Studies major is designed for students who desire a working knowledge of the Scriptures. Combined with studies in biblical languages, this major provides foundational preparation for those who plan to teach the Bible, enter seminary or graduate school, or serve in the church
The bachelor of arts degree with a major in biblical studies requires two years of Greek (14 hours) and 41 hours in the major. The 41-hour major consists of a 20-hour Christian ministries core and an additional 21 hours including:

BIB 320	3	Pentateuch
BIB 330	3	Acts and the Early Church
BIB 341	3	The Gospels

And 12 hours of Biblical electives.
The major GPA is calculated using the university standard.

Christian Education Major

Designed to prepare students to carry out the biblical mandate to "make disciples," the degree in Christian Education prepares students to step into ministry settings prepared to plan and carry-out disciple-making ministries for people of all age levels.

The bachelor of arts degree with a major in Christian Education requires two years of one foreign language and 44 hours in the major. The 44-hour major consists of the 20-hour Christian ministries core and an additional 24 hours including:

CED 235	3	History & Philosophy of Christian Education
CED 351	3	Teaching and Learning Strategies
CED 352	3	Program and Curriculum Development
CED 371	3	Leadership Development
CED 393	2	Christian Education Practicum
PSY 250	4	Life Span Development

Select one of the age-level or ministry options for 3 hours:
PSY 240, EDU 200, YMI 200, PSY 390, CSG 400, PMI 111

Six hours of Biblical electives are also required.
The major GPA is calculated using the university standard.

ACADEMIC PROGRAMS

Counseling Major

The Counseling major is designed to prepare students for immediate employment in the counseling-related field and to prepare students for entry into counseling-related graduate programs. It should be understood however that an undergraduate degree in counseling does not qualify one for professional licensure nor for any independent practice. The program will offer a distinctively biblical integration of Christian ministry, counseling, and psychology.

The bachelor of science degree with a major in Counseling requires 59 hours of courses in three core areas. Students have the option of completing a bachelor of arts degree in counseling by completing two years of one foreign language in addition to the following requirements.

Christian Ministries Core: (12 hrs)

BIB 272	3	Inductive Study of the Bible
BIB 462	3	Biblical Theology
CMI 100	3	Introduction to Ministry
CMI 122	3	Principles of Evangelism & Discipleship

Psychology Core: (26 hrs)

PSY 200	3	Introduction to Psychology
PSY 210	2	Ethics in Psychology
PSY 250	4	Life Span Development
PSY 300	4	Abnormal Psychology
PSY 422	3	Psychological Testing
JUS 353	4	Social Research Methods
PSY 393	3	Practicum
PSY 393	3	Practicum

Counseling Core (21 hrs)

CSG 210	3	Discipleship Counseling
CSG 300	3	Theories of Counseling
CSG 310	3	Counseling Skills and Techniques
CSG 400	3	Marriage and Family Counseling
CSG 420	2	Addictions Counseling
CSG 440	2	Crisis Counseling
CSG 450	2	Group Dynamics
SWK 380	3	Understanding Death and Dying

The major GPA is calculated using the university standard.

Intercultural Studies Major

The major in Intercultural Studies is designed to provide the foundation for understanding the thinking, practices, and development of minority and nonwestern cultures; and it provides a base for ministry among various ethnic cultures.

The bachelor of arts degree with a major in intercultural studies requires two years of one foreign language and 52 hours in the major. The major consists of the 20-hour Christian ministries core and a 14-hour intercultural core including:

BIB 330	3	Acts and the Early Church
CAS 340	3	Intercultural Communication
CMI 393	2	Practicum
SOC 200	3	Cultural Anthropology

And one three-hour Biblical elective

Plus an additional 18 hours in one of the two concentration areas:

Cross Cultural Studies:

GEO 220	4	Regional Geography
PHI 323	3	World Religions: Eastern Traditions
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation & Strategy for Christian World Mission
REL 432	2	World Mission Area Studies

And one three-hour Biblical elective.

Urban Studies:

CED 371	3	Leadership Development
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
UMI 200	3	Introduction to Urban Ministry
UMI 362	3	Urban Systems and Structures
UMI 380	3	Theology of the City

The major GPA is calculated using the university standard.

Pastoral Ministries Major

This program is designed for those who plan to enter the pastorate and serve within a local church setting. Whether as a traditional or nontraditional student, the curriculum and the required field experiences will provide the student with a balance between knowledge and practice.

The bachelor of arts degree in Pastoral Ministries requires two years of one foreign language and 51 hours in the major and is designed for the student planning to enter pastoral ministry. The 51-hour major consists of the 20-hour Christian ministries core and an additional 31 hours including:

PMI 111	3	Christian Worship
PMI 241	3	Pastoral Theology I
PMI 252	3	Pastoral Theology II
PMI 361	3	Introduction to Preaching
PMI 372	3	Variety in Preaching
PMI 393	4	Practicum
CED 371	3	Leadership Development

And nine hours of Biblical electives.

The bachelor of science degree in Pastoral Ministries requires 69 hours and is designed primarily for the nontraditional student planning to enter pastoral ministry. The 69-hour major consists of the 20-hour departmental core and an additional 49 hours including:

PMI 111	3	Christian Worship
PMI 231	3	Pastoral Tools
PMI 241	3	Pastoral Theology I
PMI 252	3	Pastoral Theology II
PMI 361	3	Introduction to Preaching
PMI 372	3	Variety in Preaching
PMI 393	4	Practicum
CED 371	3	Leadership Development

And nine Biblical elective hours

Plus 15 hours of approved electives in CMI or a related field as a cognate area. Cognate hours must be approved by the faculty advisor and the Academic Dean.

The major GPA is calculated using the university standard for the bachelor of arts degree.

The bachelor of science GPA omits the cognate course grades from the major GPA. Cognate Requirements: Courses are required, but do not count in the major GPA. Courses must be completed with a grade of C- or better.

Vocational Ministry Major

The Vocational Ministry major allows a student to utilize an Associates degree in a vocation and a desire to serve in ministry. Combining the credits from an AA and the CMI courses will allow a student to obtain a bachelor of science in vocational ministry. This program uses up to 64 hours from the AA degree, and requires 37 hours in the CMI Department, including a 4-hour practicum. The student will also need to fulfill all of the Taylor University general education requirements.

CMI 100	3	Intro to Ministry
OR		
CMI 122	3	Principles of Evang. & Discipleship
CMI 262	3	Spiritual Formation
OR		
CSG 210	3	Discipleship Counseling
BIB 272	3	Inductive Bible Study
CED 371	3	Leadership Development
BIB 462	3	Biblical Theology
PHI 323	3	World Religions
BIB 330	3	Acts & The Early Church
BIB ___	3	Bible Elective

CMI departmental electives (9 hours, must be upper division)

CED 351	3	Teaching & Learning Strategies
CED 352	3	Program & Curriculum Development
CSG 300	3	Theories of Counseling
CSG 310	3	Counseling skills
PMI 361	3	Intro to Preaching
PMI 372	3	Variety in Preaching
REL 311	3	Foundations of World Mission
REL 391	3	Preparation & Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
IAS 320	3	Cross Cultural Outreach
YMI 310	3	Contemporary Youth Culture
YMI 320	3	Youth Guidance
CMI 393	4	Practicum

The major GPA is calculated using the university standard.

Youth Ministries Major

The program in Youth Ministries is planned to equip those who have a desire to work with teens either in a church or parachurch setting.

A bachelor of arts degree with a major in Youth Ministries requires two years of one foreign language and 50 hours in the major. The 50-hour major consists of the 20-hour Christian Ministries core and 30 additional hours including:

Foundational Courses (6 hours)

YMI 200	3	Ministry to Youth
YMI 210	3	Philosophy of Youth Ministry

Methodology Courses (3 of the following)

YMI 220	3	Recreational Ministry
YMI 310	3	Contemporary Youth Culture
CED 351	3	Teaching and Learning Strategies
CED 352	3	Program and Curriculum Development

Human Development

PSY 250	4	Life Span Development

Plus one additional course from the following:

JUS 121	3	Intro. Juvenile Delinquency
YMI 320	3	Youth Guidance
CSG 310	3	Counseling Skills and Techniques
SWK 355	3	Helping Troubled Families

Bible Electives (6 hours)

Practicum

YMI 393	2	Practicum in Youth Ministry

A bachelor of science degree with a major in Youth Ministries features a strong applied component in conjunction with the classroom studies, and requires a four-semester practicum in a ministry setting. The 66-hour major consists of a 20-hour Christian Ministries core, 34 hours of course work, and 12 hours of practicum.

Foundational Courses (6 hours)

YMI 200	3	Ministry to Youth
YMI 210	3	Philosophy of Youth Ministry

Methodology Courses (12 hours)

YMI 220	3	Recreational Ministry
YMI 310	3	Contemporary Youth Culture
CED 351	3	Teaching and Learning Strategies

CED 352	3	Program and Curriculum Development

Human Development

PSY 250	4	Life Span Development

Plus one additional course from the following:

JUS 121	3	Intro. Juvenile Delinquency
YMI 320	3	Youth Guidance
CSG 310	3	Counseling Skills and Techniques
SWK 355	3	Helping Troubled Families

Bible Electives (9 hours)

Practicum (12 hours, over four consecutive semesters)

YMI 393	3	Practicum in Youth Ministry
YMI 393	3	Practicum in Youth Ministry
YMI 393	3	Practicum in Youth Ministry
YMI 393	3	Practicum in Youth Ministry

The major GPA is calculated using the university standard.

Christian Ministry Minors

Minors are designed to serve the needs of students who wish to study in greater depth in one of the areas in the department. Christian Ministry minors are especially helpful to pre-seminary students majoring in other departments. Minors are offered in Biblical Literature, Christian Education, Intercultural Studies/Missions, and Psychology. In addition, the CMI department is responsible for the Urban Studies Minor.

Biblical Literature Minor

A minor in Biblical Literature requires 15 hours of credit beyond the general education required courses of BIB 110 and 210.

BIB 320	3	Pentateuch
BIB 330	3	Acts and the Early Church

And six hours of Biblical electives

Plus one additional BIB, CED, or REL course (excluding REL 313)

The minor GPA is calculated using the university standard.

Christian Education Minor

A minor in Christian Education consists of 18 credit hours including:

CMI 100	3	Introduction to Ministry
CMI 262	3	Spiritual Formation
CED 351	3	Teaching and Learning Strategies
CED 352	3	Program and Curriculum Development

CED 371	3	Leadership Development
BIB 272	3	Inductive Study of the Bible

Two semesters of involvement in an approved ministry are also required to fulfill the field ministry competency for the minor.

The minor GPA is calculated using the university standard.

Intercultural Studies/Missions Minor

A minor in Intercultural Studies/Missions provides a foundation for effective and committed service in cross-cultural ministry or missions mobilization. This minor is available to students in any baccalaureate major program. Students are required to complete 20 hours including:

BIB 330	3	Acts and the Early Church
REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
PHI 323	3	World Religions: Eastern Traditions
SOC 200	3	Cultural Anthropology

Plus one additional 3-hour course, approved by the Program Director.

In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, a semester abroad, Christian Center for Urban Studies, and REL 393 practicum. Approval is to be secured in advance from the department through the program director. The final course must enhance the purpose for selecting the minor program and may be selected from a number of course offerings throughout the university. Previous selections have included courses in mass communication/ journalism, environmental science, biblical literature, linguistics, or history and geography of a particular region.

The minor GPA is calculated using the university standard.

Psychology Minor

A minor in Psychology requires 18 hours including:

PSY 200	3	Introduction to Psychology
CSG 210	3	Discipleship Counseling
CSG 300	3	Theories of Counseling

And 9 additional hours in psychology.

Students may take either PSY 240 or PSY 250 as an elective in the minor, but both will not count.

The minor GPA is calculated using the university standard.

Urban Studies Minor

A minor in Urban Studies uses the local resources of the City of Fort Wayne and requires 21 hours.

SOC 100	3	Intro to Sociology
UMI 362	3	Urban Systems & Structures
UMI 380	3	Theology of the City

SOC 220 or UMI 200 or SWK 231 or JUS 100 (select one area)

Six hours of electives from these courses:

SOC 210	3	Contemporary Social Issues
PHI 323	3	World Religions
CAS 340	3	Intercultural Communication
SWK 320	3	Unleashing the Oppressed
SWK 355	3	Helping Troubled Families
OR		
JUS 230	3	Restorative Justice
UMI 393	3	Practicum (3 hr) with a focus in the major discipline

The minor GPA is calculated using the university standard.

Certificate in Missions

The Christian Ministries department awards a Certificate in Missions to students in any baccalaureate major program. Students are required to complete 14 hours including:

REL 311	3	Foundations of Christian World Mission
REL 391	3	Preparation and Strategy for Christian World Mission
REL 432	2	World Mission Area Studies
PHI 323	3	World Religions: Eastern Traditions

Plus one additional 3-hour course, approved by the Program Director.

In addition, the student must complete a cross-cultural experience that may or may not be for credit. Suggestions include involvement in Taylor World Outreach/Lighthouse, a semester abroad, Christian Center for Urban Studies, and REL 393 practicum. Approval is to be secured in advance from the department through the program director. The final course must enhance the purpose for selecting the minor program and may be selected from a number of course offerings throughout the university. Previous selections have included courses in mass communication/ journalism, environmental science, biblical literature, linguistics, or history and geography of a particular region.

Christian Ministries Course Descriptions

In addition to the courses listed below, the Christian Ministries department uses the university designations for special courses. These courses are described elsewhere in the catalog and include the listing numbers of 170, 370, 360, 480, and 490. The appropriate departmental prefix can be selected from the areas listed below.

Biblical Languages Courses

GRK 201 **4 hours**
Elementary New Testament Greek
A study of the fundamental principles of New Testament (Koine) Greek grammar. Emphasis is placed on the mastery of forms, memorization of vocabulary, and translation of sentences from Greek to English.

GRK 202 **4 hours**
Elementary New Testament Greek
A continuation of the study of the fundamental principles of New Testament (Koine) Greek grammar. John's First Epistle is translated during the last half of the spring semester. Prerequisite: GRK 201.

GRK 301 **3 hours**
Greek Grammar and Syntax
An intermediate Koine Greek grammar course that places special emphasis on the more exegetically significant details of Greek grammar and syntax by reading and analyzing selected portions of the Greek New Testament. Prerequisite: GRK 202.

GRK 302 **3 hours**
Exegesis of the Greek New Testament
An introduction to the procedure and practice of Greek exegesis. Emphasis is placed on the "how-to's" of doing textual criticism, word studies, outlining the argument of a passage, validating exegetical decisions, and the proper use of exegetical tools. Prerequisite: GRK 301.

HEB 181 **2 hours**
Introduction to Old Testament Hebrew I
A study of the fundamental principles of Old Testament Hebrew. Emphasis is placed on the mastery of forms and pointing with translation from Hebrew into English and English into pointed Hebrew.

HEB 182 **2 hours**
Introduction to Old Testament Hebrew II
A continuation of the study of fundamental principles of Old Testament Hebrew. Toward the end of the semester, brief portions from Genesis, I Samuel and I Kings will be translated, along with Psalm 23 and part of Isaiah 5.

Biblical Literature Courses

BIB 110 **3 hours**
Biblical Literature I
A course that has as its primary content the Old Testament with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements. Meets general education requirement. The course is offered as BIB 109E through CLL and must be taken for 3 credit hours.

BIB 210 **3 hours**
Biblical Literature II
A course that includes a foundation in New Testament study with focus on Jesus Christ as portrayed in the Gospels and Epistles. Also included is a series of explorations into the relevancy of Christ to modern life. Meets general education requirement Prerequisite: BIB 110/310. The course is offered as BIB 209E through CLL and must be taken for 3 credit hours.

BIB 272 **3 hours**
Inductive Study of the Bible
Specific methods are taught to enable students to understand the propositions of the biblical text, relate those propositions to one another, and ask questions of the text in order to discover what the biblical writers meant to convey through their writings. Prerequisites: BIB 110/310 and 210. The course may be taken through CLL as BIB 271E or BIB 273E.

BIB 310 **3 hours**
Biblical Literature I
A course that has as its primary content the Old Testament with special attention given to the law, the prophets, and the history of Israel. BIB 310 is designed primarily for transfer students and has additional requirements. Meets general education requirement.

BIB 320 **3 hours**
Pentateuch
Emphasizes the historical narrative and the content of the Law of God. Special attention is given to the Genesis account of the origin of the cosmos, man, sin, and salvation. The authorship of the Pentateuch is considered. Prerequisite: BIB 110/310. The course is offered as BIB 320E through CLL.

BIB 330 **3 hours**
Acts and the Early Church
An historical study with particular attention given to the missionary expansion of the early church, the work of the Holy Spirit, and the place of the church in the world. Prerequisite: BIB 210. The course is offered as BIB 330E through CLL.

BIB 331 **3 hours**
Pauline Epistles
Attention is given to the life, ministry, and writings of Paul. The doctrinal, pastoral, and personal epistles of Paul are studied with reference to their geographical and historical settings, the organization of the Apostolic Church, and the development of Christian doctrine. Careful exegesis is made of selected portions of each epistle. Prerequisite: BIB 210. The course is offered as BIB 331E through CLL.

BIB 332 **3 hours**
Hebrews and General Epistles
A study of the nonPauline epistles with attention to their authorship, historical place in the canon, and doctrinal uniqueness. The contents of each book are analyzed, and problem texts are treated. Prerequisite: BIB 210. The course is offered as BIB 332E through CLL.

BIB 340 **3 hours**
Hebrew Prophets
Selected major and minor prophetic works of the Old Testament are considered with special emphasis given to the historical background, Messianic message, and content together with specific theological concepts and teachings that are pertinent to modern times. Prerequisite: BIB 110/310.

BIB 341 **3 hours**
The Gospels
Stresses the life and teaching of Jesus as set forth in the Synoptic Gospels and John. Attention is given to the literary and theological characteristics of each individual gospel and to the development of gospel criticism. The primary focus, however, is on the words and works of Jesus Christ and their significance for Christians today. Prerequisite: BIB 210. The course is offered as BIB 341E through CLL.

BIB 350 **3 hours**
Poetic and Wisdom Literature
Hebrew poetry and wisdom as presented in the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations, and the Song of Solomon. Prerequisite: BIB 110/310. The course is offered as BIB 351E through CLL.

BIB 420 **3 hours**
Apocalyptic Literature of the Bible
Examines the historical and theological dimensions of Old Testament, New Testament, and second Temple period apocalypticism. Special attention is given to apocalyptic thought in Daniel, the gospels, and Revelation. Prerequisites: BIB 110/310 and 210.

BIB 451 **3 hours**
Historical Geography of Bible Lands
A study of the history and geography of Bible lands covering both Old and New Testaments. Special emphasis is given to the geography of Palestine through the use of visual media. Prerequisite: BIB 110/310.

BIB 462 **3 hours**
Biblical Theology
A study of the Bible and its central message and meaning. The Bible is viewed as recording a special kind of history revealing God's will and purpose and giving essential meaning to all human life and destiny. Prerequisite: BIB 272.

Christian Education Courses

CED 235 **3 hours**
History and Philosophy of Christian Education
A course designed to provide the student with an understanding of the major eras of the historical development of Christian education and the predominant philosophies that resulted.

CED 351 **3 hours**
Teaching and Learning Strategies
A practical course designed to help the student teach the Bible more effectively by the use of educational strategies. A teaching lab and supervision are included, and competency in the use of instructional media is required.

CED 352 **3 hours**
Program and Curriculum Development
A course that focuses on the development of educational programs within church and parachurch ministries. Emphasis is on published curricula and the development of curricular writing skills.

CED 371 **3 hours**
Leadership Development
A course designed to facilitate the development of students' skills in leadership, organization, and management related to specific ministry situations. The course is offered as BIB 371E through CLL and must be taken for 3 credit hours.

CED 393 **2-4 hours**
Christian Education Practicum
A practical supervised involvement in ministry, preferably after a student's junior year.

Christian Ministry Courses

CMI 100 **3 hours**
Introduction to Ministry
A course that focuses on the purpose, scope, and principles of Christian ministry and the types of ministries available to majors.

CMI 122 **3 hours**
Principles of Evangelism and Discipleship
A study of the basic principles of biblical evangelism and discipleship. Special attention is given to lifestyle evangelism and the development of discipling programs within the local church. The course is offered as CMI 122E through CLL and must be taken for 3 credit hours.

CMI 262 **3 hours**
Spiritual Formation
A course designed to assist students in their personal life through an exploration of the spiritual disciplines and an integration of truth into life.

CMI 393 **1-4 hours**
Practicum
A practical supervised involvement in ministry, after a student reaches junior status.

CMI 451 **2 hours**
Senior Research
This is a culminating course demonstrating the student's ability to conduct research, analyze data, and present his or her findings on a selected topic. The student will work with a faculty advisor in the selection and development of a topic, and will provide a major paper as well as an oral defense before faculty and peers. This course meets university requirements for senior comprehensive exams for all Christian Ministry majors, except counseling majors. Prerequisite: BIB 272 and senior status.

Counseling Courses

CSG 210 **3 hours**
Discipleship Counseling
An analysis and application of biblical teaching regarding common human problems, both intrapersonal and interpersonal. It is designed to be a practical introduction to Christ-centered counseling.

CSG 300 **3 hours**
Theories of Counseling
A survey and analysis of the major theories of counseling with particular focus on the theoretical constructs compatible with Christian belief. Prerequisites: CSG 210.

CSG 310 **3 hours**
Counseling Skills and Techniques
Practical training in active listening, reflection, discernment of root issues, problem identification, goal setting and strategizing. The course will emphasize modeling and role-playing. Prerequisites: CSG 210.

CSG 400 **3 hours**
Marriage and Family Counseling
Based on Biblical principles concerning the home, this course will provide practical approaches to marriage and family counseling. Prerequisites: CSG 210 & 310.

CSG 420 **2 hours**
Addictions Counseling
This course will examine various addictions, such as alcohol, drug and sexual addictions, and will examine counseling persons struggling with an addiction. Emphasis will be given to a biblical approach to counseling addictive problems. Prerequisites: CSG 210 & 310.

CSG 440 **2 hours**
Crisis Counseling
Learning how to counsel people who are facing such crises as death, divorce, suicide, sexual assault, and more is the focus of this course. Prerequisites: CSG 210 & 310.

CSG 450 **2 hours**
Group Dynamics
An overview of the dynamics involved in the functioning of small groups. Special attention will be given to the development of leadership skills required to lead in a group process. Prerequisites: CSG 210 & 310.

Pastoral Ministries Courses

PMI 111 **3 hours**
Christian Worship
An analysis of the principles of biblical worship. Includes a strong focus on the role of music in worship along with a study of creative worship alternatives and the development of worship resource files. The course is offered as PMI 111E through CLL.

PMI 231 **3 hours**
Pastoral Tools
A study of the resources available for the contemporary pastor with an emphasis on bibliography. A component of introductory Greek is included to enable the student to use available linguistic aids.

PMI 241 **3 hours**
Pastoral Theology I
An investigation of the pastoral call and ministry with emphasis upon the private and pulpit life of the pastor.

PMI 252 **3 hours**
Pastoral Theology II
A continued analysis of the duties and procedures of the pastorate. Special concentration is given to the realms of pastoral visitation and pastoral counseling.

PMI 361 **3 hours**
Introduction to Preaching
Principles of the preparation and delivery of sermons with practice in both writing and delivery. The emphasis is on expository preaching and the development of a basic sermon process. The course is offered as PMI 361E through CLL and must be taken for 3 credit hours.

PMI 372 **3 hours**
Variety in Preaching
Building upon the principles of the first semester, the student is introduced to numerous sermonic types. Attention is also given to series preaching as it applies to pulpit ministry in the local church. Prerequisite: PMI 361.

PMI 393 **1-4 hours**
Practicum
Practicum in pastoral ministry focusing on visitation, administration, preaching and teaching, and counseling ministries of the pastorate. Includes on-site supervision by a qualified pastor.

Philosophy Courses

PHI 262 **3 hours**
Contemporary Issues
A systematic analysis of pressing issues such as sexual morality, divorce, abortion, homosexuality, euthanasia, and war and peace.

PHI 323 **3 hours**
World Religions: Eastern Tradition
A study of Islam, Hinduism, Buddhism, Sikhism, Shinto, and Chinese religions.

PHI 413 **3 hours**
Contemporary Christian Belief
The integration of Christian thought with contemporary ideas. An introduction to Christian apologetics. Meets general education requirement and is required of all students. Prerequisite: REL 313. The course is offered as PHI 412E through CLL.

Psychology Courses

PSY 200 **3 hours**
Introduction to Psychology
An introduction to the subject matter and methods of psychology. Topics on human development, personality, learning, sensation, perception, motivation, emotion, mental health, and social psychology are considered. Meets general education general social science requirement.

PSY 210 **2 hours**
Ethics in Psychology
A study of various models of ethics with a desire to develop a Christian model. The Christian model is then applied to various issues in counseling, psychopathology, research, human development, law, and educational psychology. Prerequisite: PSY 200.

PSY 240 **3 hours**
Child Psychology
This course deals not only with the subject matter of developmental psychology (such as cognitive development, physical development and socio-emotional development) but also attempts to apply the subject matter to those actively working with children such as parents, teachers, coaches, etc. Meets general education general social science requirement.

PSY 250 **4 hours**
Life Span Development
This course is designed to provide a general overview of the developmental process in humans from conception through death and dying. Included is attention to the physical, emotional, cognitive and social developments. Meets general education general social science requirement.

PSY 300 **4 hours**
Abnormal Psychology
A study of the nature, causes, and treatment of maladaptive behavior with special consideration given to the symptoms and dynamics of psychological disorders. Prerequisite: PSY 200.

PSY 390 **3 hours**
Christian Marriage
A practical and applied course that integrates psychological literature and biblical teaching in the subject areas of the marriage relationship. These areas include marriage foundations, dating and engagement, premarital sexual behavior, singleness, mate selection, marriage success and satisfaction, love and infatuation, marriage roles, communication and conflict, and divorce.

PSY 393 **3 hours**
Practicum

PSY 422 **3 hours**
Psychological Testing
A study of the principles of psychological testing, considering both the theoretical and practical foundations underlying the construction, use, and interpretation of various psychometric instruments. The student is given opportunity to administer, score, and interpret selected instruments. Prerequisite: PSY 200 and 330.

PSY 450 **1-4 hours**
Directed Research

Religious Studies Courses

REL 311 **3 hours**
Foundations of Christian World Mission
A study of the biblical, theological and historical foundations of Christian mission strategy.

REL 313 **3 hours**
Historic Christian Belief
A survey of Christian belief as developed during the history of the church. Meets general education requirement and is required of all students. Prerequisite: BIB 110/310 and 210. The course is offered as REL 313E through CLL.

REL 391 **3 hours**
Preparation and Strategy for Christian World Mission
An introduction to the personal and ministry issues relevant to missionary life and service. Trends and models of cross-cultural ministry are explored. Attention is given to knowledge, skills and attitudes essential for cross-cultural adaptation.

REL 432 **2 hours**
World Mission Area Studies
A research seminar designed for students to explore mission opportunities in an area of the world that interests them. The geography, people, history, economics, culture, government, language, and religion of an area and mission strategies appropriate to the region are considered.

Urban Ministries Courses

UMI 200 **3 hours**
Introduction to Urban Ministry
A preparatory course that focuses on the basic principles of ministering in an urban context from a sociocultural perspective while examining successful urban ministry models.

UMI 362 **3 hours**
Urban Systems and Structures
This course focuses on the development of the city and its interconnected subsystems while using an ecological approach to explore a city's functions and structures.

UMI 380 **3 hours**
The Theology of the City
This course takes a look at the city from the perspective of the Scriptures and acquaints the student with the historical relationship between the city and God.

UMI 393
Practicum

Youth Ministries Courses

YMI 200 **3 hours**
Ministry to Youth
A general introduction to youth ministry, including an overview of the needs of youth and programs designed to meet their needs in both church and parachurch settings. The course is offered as YMI 200E through CLL.

YMI 210 **3 hours**
Philosophy of Youth Ministry
This course examines the foundational principles of youth ministry and guides students in the formation of their own philosophy of youth ministry.

YMI 220 **3 hours**
Recreational Ministry
A course that explores the various means of integrating recreation and ministry through both church and parachurch agencies. Principles and techniques receive attention as students examine ways to build well-rounded programs.

YMI 310 **3 hours**
Contemporary Youth Culture
This course provides an exploration into the culture of the adolescent. It stresses exposure to, and understanding of the popular culture and examines the unique function that popular culture plays in adolescence.

YMI 320 **3 hours**
Youth Guidance
This course examines common problems of adolescence and works toward building meaningful bridges between the young person and the caring adult.

YMI 393 **1-4 hours**
Practicum
A practical, supervised involvement in ministry after a student reaches junior status.

Education

Introduction

Taylor University seeks to develop competent, caring, and reflective teachers prepared for world service. The belief that teachers who have experienced a vigorous professional preparation within the framework of evangelical Christian values will have a profound influence on the students they teach in public, private and/or overseas schools pervades the education program approach. A comprehensive liberal arts curriculum provides the foundation for subject matter competence as well as lifelong learning, leadership, and continued growth in the teaching profession. The department of education cooperates with other departments to ensure the development of high quality general education and major fields of study. Taylor University's teacher education program is accredited by NCATE (the National Council for Accreditation of Teacher Education) and the Division of Standards. Admission to, retention in, and completion of an approved teacher education program at Taylor University is coordinated by the Director of Teacher Education.

Students seeking teaching certification may fulfill the requirements while earning either a bachelor of arts or bachelor of science degree. The bachelor of arts degree requires the completion of two years of one foreign language. The bachelor of science degree must be combined with curriculum requirements in education.

Advisement

Students wishing to explore or prepare for the teaching profession should become involved in the teacher education program as early as possible in their college careers. It is advised that initial steps be taken as an entering freshman or as soon as possible after entering Taylor. Upon declaring the elementary education major, the student is assigned an academic advisor. This academic advisor continues to advise

the student throughout the entire program. However, by use of the curriculum guide for the chosen area of study, much of the student's planning may be self-directed. Curriculum guides containing course requirements for all teacher education programs offered at the university may be obtained from the department of education. The Teacher Education Program Student Handbook includes a four-year program time line and course sequence for general education and major and professional education courses that assist the students in planning their teacher education program.

Admission to the Teacher Education Program: Step One

There is a formal admission procedure to the teacher education program. A student is admitted to the program upon completion of an official application form (initiated through the office of the Director of Teacher Certification) and favorable action by the Teacher Education Committee. The application should be completed during the first term of a student's sophomore year. Students are formally admitted to the teacher education program after completing three terms of college work, one of which must have been at Taylor. The Teacher Education Committee has established standards that students must meet in order to be admitted to and remain in the program. Factors encompassed by these standards are scholastic performance, communication skills, portfolio requirements, state qualifying scores for the Praxis I exam, and departmental recommendation. Detailed explanations of these standards may be obtained from the Department of Education.

Admission to Supervised Internship (Student Teaching): Step Two

Subsequent to admission to the program, there is a formal admission procedure to student teaching. The application is initiated and facilitated through the office of the Director of Student Teaching and should be prepared and ready for consideration (by the Teacher Education Committee) by the beginning of the sixth term. The factors considered by the Teacher Education Committee include (1) successful completion of prerequisite courses, (2) departmental recommendation, (3) portfolio requirements, and (4) scholastic performance. Detailed explanations of these standards may be obtained from the Department of Education.

Scholastic Performance

Teacher education program standards include students passing all education (EDU prefix) courses with grades of C- or better. Also, a grade of C- or better in education courses must be achieved as a condition for taking sequential courses for which the course is a prerequisite.

Transfer of Credit from Other Institutions

Students seeking admission to the Taylor teacher education program through transfer from another institution must meet the standards required of regularly enrolled students. Credits are assessed by the registrar. The Director of Teacher Certification, after consultation with the appropriate department chair, will accept transfer credit when the courses taken are equivalent to requirements on a designated major curriculum guide.

Field Experiences and Student Teaching

Field experiences with children and youth, with strong emphasis on multicultural education, are considered a vital part of the preparation of the teacher. Beginning with the first professional education course and continuing through the senior year, such experiences are required for each prospective teacher. The culmination of these professional experiences occurs during the senior year with full-time student teaching. During this final experience, a student is expected to assume as much as possible the total responsibilities of a teacher. Student teaching is a 16-week fall or spring term activity. Students must complete major and minor courses prior to being approved to student teach in these areas. See specific department requirements.

Opportunities are provided for overseas student teaching. After completing a ten-week experience stateside, students may teach for six or more weeks in an overseas setting. Application for overseas student teaching must be submitted during the sophomore year. Applications are available in the Department of Education.

Comprehensive Exam Requirement

All elementary education majors are required to take the Elementary Education: Curriculum, Instruction, and Assessment Specialty Area Test (Praxis II) and score 165 or above. Any elementary education major who does not successfully pass is provided opportunity to participate in a tutorial guided instruction program under the direction of the ACE to prepare for retaking the test.

Practicum

Opportunities for practicums in rural, urban, and overseas settings are available. A practicum is supervised learning involving a firsthand field experience or a project. It is offered primarily during January interterm and summer with the consent of a supervising professor and the approval of the department chair. Under certain conditions, a practicum may be required to demonstrate readiness for student teaching. In order to receive a grade, the experience or project must be supervised.

Teacher Education Programs

Fields of Study

Curricula that meet the licensing standards of the Division of Professional Standards are listed on the curriculum guides available to each student. Preparation for standard teaching licenses in the following fields is provided at Taylor University Fort Wayne.

Elementary Education (Kindergarten Through Sixth Grade)

The bachelor of science degree in elementary education requires a minimum of 128 hours. Students are required to complete an elementary education core, professional education courses, general education courses and electives. All courses in the

elementary education core plus EDU 350, 351, and 353 will be counted toward the elementary education major GPA. These are designated with an *.

Elementary Education Core:

ART 300	3	*Art for Teachers
EDU 210	3	*Writing for Teachers
EDU 242	3	*Computers in Education
or		
EDU 243	1	*Computer Applications in Elementary Education
and		
CIS 104	2	*Introduction to Computer Information Technology
EDU 371	3	*Children's Lit. Through the Lang. Arts
EDU 493	3	*Education Senior Capstone
HIS 120	5	*History of the United States
MAT 201	4	*Mathematics for Elementary Teachers I
MAT 202	4	*Mathematics for Elementary Teachers II
MUS 301	3	*Music in the Elementary Classroom
PHP 250	3	*Elementary School Health & Physical Education
PHY 121	4	*Survey of Physical Science for Elementary Teachers

Professional Education:

EDU 150	3	Education in America
EDU 200	3	Introduction to Early Childhood Programs
EDU 260	3	Educational Psychology
SED 320	3	Exceptional Children
EDU 350	3	*Literacy Instruction in the Elementary Classroom
EDU 351	3	*Methods and Materials for Elementary Teachers
EDU 353	3	*Literacy Problems in the Elementary Classroom
EDU 415	1	Student Teaching Seminar
EDU 421	15	Supervised Internship in Elementary Schools

General Education:

BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
BIO 100	5	General Biology
CAS 110	3	Public Speaking
ENG 110	3	Expository Writing
ENG 230	3	World Literature
ENS 200	3	Environment and Society
GEO 220	4	Regional Geography
HUM 230	4	Art as Experience
HUM 250	1	Participation in the Arts
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education Skills
PHI 413	3	Contemporary Christian Belief

PSY 240	3	Child Psychology
REL 313	3	Historic Christian Belief
EDU 393	3	Practicum
or		
SOC 220	3	Ethnic and Minority Issues

Middle School Licensure

Elementary education major may obtain a middle school license along with the elementary license. The licensure can be in the areas of science, social studies, mathematics, and language arts. Candidates must pass a separate licensure test as determined by the Division of Professional Standards.

Required Courses:

EDU 332	3	The Junior High/Middle School

Select at least one of the following areas:

Social Studies

HIS 120	5	History of the United States
HIS 100	5	World History
GEO 220	4	Regional Geography
SOC 220	3	Ethnic and Minority Issues

Select two of the following:

ECOF 190	3	Issues in Economics
POS 100	3	American Politics
PSY 200	3	Introduction to Psychology

Mathematics

MAT 201	4	Mathematics for Elementary Teachers I
MAT 202	4	Mathematics for Elementary Teachers II
MAT 210	4	Introductory Statistics
MAT 120	3	Investigations in Mathematics
MAT 140	3	Fundamental Calculus for Applications
or		
MAT 151	4	Calculus with Analytic Geometry I

Science

BIO 100	5	General Biology
ENS 200	4	Environment and Society
PHY 121	4	Survey of Physical Science for Elementary Teachers
GEO 240	3	Introduction to Geology

Select one of the following:

GEO 210	4	Physical Geography
CHE 100	4	Chemistry for Living
PHY 201	4	Introduction to Astronomy

Language Arts

ENG 230	3	World Literature
ENG 302	4	Linguistics and Grammar
ENG 211	3	Imaginative Writing
ENG 240	3	American Literature
ENG 212	4	Critical Approaches to Literature
CAM 250	3	Mass Media

Special Education Licensure

(Subject to Indiana Department of Education approval in fall 2006)
The department offers a 15-hours Special Education certificate that may be added to the Generalist: Early and Middle Childhood, Grades K-6 licensure.

Certificate Requirement:

SED 320	3	Exceptional Children
SED 330	3	Foundations of Special Education
SED 340	3	Assessment of Exceptional Learners
SED 350	3	Behavior Management
SED 355	3	Methods of Special Education

Associate of Arts in Early Childhood Education

In addition to the baccalaureate degree programs maintained by the department, a two-year curriculum in early childhood education is offered for students who wish to qualify for leadership positions in day care centers, Headstart, and preschool programs. This program blends a series of liberal arts courses with practical experiences in field centers and professional content to prepare early childhood workers. The program includes two curriculum practicums that integrate the early childhood curriculum in the liberal arts with a multicultural/multiethnic emphasis, experience at field-based centers, and a core curriculum. The student will spend at least three hours weekly in a field-based center (selected day care, preschool, or Headstart facilities), as a requirement for professional content classes. This degree requires 64 hours including:

Core Requirements:

ART 300	3	Art for Teachers
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
CAS 110	3	Public Speaking
CIS 104	2	Introduction to Computer Information Technology
EDU 223	4	Supervised Field Experiences in Early Childhood Education To be taken twice for a total of 8 hours.
EDU 280	3	Communications and Language Arts in the Preschool and Kindergarten
EDU 290	3	Social Studies, Science, and Mathematics in Preschool and

		Kindergarten
SED 320	3	Exceptional Children
ENG 110	3	Expository Writing
PHP 100	1	Fitness for Life
PHP 200	1	General Physical Education Skills (2 1hour skills classes required.)
HUM 230	4	Art as Experience
or		
ENG 230	3	World Literature
HUM 250	1	Participation in the Arts
IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
MUS 301	3	Music in the Elementary Classroom
PSY 240	3	Child Psychology
SOC 220	3	Ethnic and Minority Issues
SWK 355	3	Helping Troubles Families

Select a three (3) hour science course.

Certification

The elementary education program has been designed to meet Indiana certification requirements and has been approved by the Indiana Professional Standards Board. Students who meet graduation requirements, complete an approved teacher education program, successfully complete student teaching, and meet the Indiana qualifying scores on the required Praxis tests will be eligible for Indiana certification (a teaching license). The teacher certification office is responsible for verifying to the Division of Professional Standards that all requirements for certification have been met and for processing all applications for certification. Students will not be awarded a diploma until successful completion of the certification process.

Indiana has an Interstate Agreement Contract with many states (reciprocity). However, additional requirements may need to be met in order to receive permanent certification in these states. Students who plan to teach outside of Indiana should obtain a current description of certification requirements from each state where they plan to teach because requirements often change from year to year. Addresses and telephone numbers for every State Department of Education are available in the teacher certification office.

Accreditation

The teacher education programs are accredited by the National Council for Accreditation of Teacher Education and the Division of Professional Standards.

Education Department Overall GPA Policy
All students in elementary education must meet the University overall GPA requirement of 2.0 to meet graduation requirements. The overall GPA requirement is computed on all graded courses taken at Taylor University.

Education Department Major GPA Policy
To be accepted into the education program and student teaching, students must achieve an overall GPA of 2.5 and a major GPA of 3.0. Requests for handling exceptions will require the recommendation of the Department Chair, Director of Teacher Education, and the Director of Teacher Certification. The Teacher Education Faculty Committee gives final approval for being accepted into the program and student teaching.

All students in elementary education must meet the University major GPA of 2.3 to meet graduation requirements. The courses identified in the first column of the chart below will be used to compute he major.

Only courses with a C- or better will count in satisfying the courses identified in both columns of the chart below. Students receiving a grade below C- in any of these courses must retake the course.

Transition to Teaching

Transition to Teaching is a program designed for those individuals who have previously graduated from college and wish to pursue a teaching career. It is a process by which one can obtain an Indiana teaching license after completing a required number of education courses. The Transition to Teaching program is only offered on the Fort Wayne Campus. Indiana Professional Standards Board requires that all candidates must have met the IPSB Content Standards prior to obtaining an Indiana license, so prerequisite content courses may be required of the applicant. Two programs are available: Elementary Program and Secondary Program.

The elementary program is designed for those individuals who wish to obtain a teaching license for grades K-5. The applicant must have a bachelor's degree from an accredited college and a GPA of 3.0 or above to qualify for the program. Applicants with a 2.5 to 2.99 must have 5 years of educationally related experiences. The elementary program requires up to 24 hours of college courses with 6 hours focused on reading. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Professional Standards Board. The program includes a ten-week student teaching component.

The secondary program is designed for those individuals who wish to obtain a teaching license for grades 6-12 in a specific content area. One must have a bachelor's degree in the area one wants to teach from an accredited college and a GPA of 3.0 or above. Applicants with a 2.5 to 2.99 must have 5 years of educationally related experiences. The secondary program requires up to 18 hours

of college courses. The candidate must meet the Indiana standards for teaching as outlined by the Indiana Professional Standards Board. The program includes a ten-week student teaching component.

Certificate in English as a Second Language

This departmental certificate program, offered through the Education Department, will prepare students to more effectively teach people to which English is a second or foreign language. It will also prepare students for related graduate studies. A total of twelve hours is required for the awarding of the certificate.

Required Courses:

EDU 301	3	Introduction to English as a Second/Foreign Language
EDU 302	3	General Linguistics in ESL/EFL
EDU 303	3	Methods of Teaching English as a Second/Foreign Lang.
EDU 482	3	Practicum in ESL/EFL

Education Courses

EDU 150 **3 hours**
Education in America
A study of the historical, philosophical, and sociological foundations of education. The organization and role of the public school, P-12, in a multicultural society are examined. An analysis of teaching is made, including implications of some court cases related to teaching, concepts of teaching and leadership roles. The course includes a study of multicultural and ethnic differences among students and the resulting effect on the teacher's role. Includes a field experience lab.

EDU 200 **3 hours**
Introduction to Early Childhood Programs
This course deals with the history of early childhood education and also takes an in-depth look at the qualities needed to become an effective early childhood teacher. Students study the professional aspects of developing appropriate curriculum and physical settings for the preschool and kindergarten classroom. Methods that meet the physical, emotional, social, mental, and spiritual developmental growth of young children are explored. Includes weekly observation of and participation with children in preschool, kindergarten, and Headstart programs. Prerequisite: EDU 150.

EDU 210 **3 hours**
Writing for Teachers
Advanced writing class for prospective educators. Includes a research component, reading and writing in the disciplines, and a standardized grammar test (to be passed at the 85 percent-level). Required for elementary majors seeking certification. Not required of English minors. Prerequisite: ENG 110.

EDU 223 **4 hours**
Supervised Field Experience in Early Childhood Education
A full-time, four-week participation experience in a preschool, day care center, or Headstart. The student assumes a position of leadership with children under the supervision of qualified early childhood teachers. Students pursuing the AA degree complete this January interterm course two times, once in a day care center or Headstart and once in a preschool. Prerequisite: EDU 280 or 290 or permission of instructor.

EDU 242 **3 hours**
Computers in Education
Key concepts of learning theory that have a direct bearing upon using microcomputer software are reviewed. Students become aware of a variety of software and hardware and its application to classroom instruction. Opportunities to develop word processing and programming skills are provided in the Academic Enrichment Center computer lab, as well as the PC lab. Meets the general education computer literacy requirement for elementary education majors.

EDU 243 **1 hour**
Computer Applications in Elementary Education
The course includes topics of CAI, hypermedia - multimedia development, distance learning, and educational simulations. The course examines the pedagogical value of computers. EDU 243 fulfills the one-hour of computer application general education requirement for elementary education majors. Prerequisite: CIS 104.

EDU 260 **3 hours**
Educational Psychology
The study and application of learning theories and psychological concepts and principles to the teaching-learning process. The teacher's responsibility to all types of special needs students is explored. Cognitive, affective, and psychomotor aspects of the teaching-learning process are considered. Other topics included are learning styles, state standards, assessments, statistics, tests and measurement, motivation, and classroom management. Includes a field experience lab. Prerequisite: EDU 150.

EDU 280 **3 hours**
Communications and Language Arts in the Preschool and Kindergarten
This course deals with the many areas involved in developing positive forms of communicating with emphasis on nonverbal and listening skills and examines the many facets of the language arts curriculum in public/private preschools and kindergartens. These include language development (ethnic, cultural, and disability

awareness), teaching strategies and techniques utilizing a variety of visuals, reading readiness programs, and evaluation forms for children. Weekly observation of and participation with children in preschool, kindergarten or Headstart help students become aware of the wide abilities within these classrooms. Offered every third semester.

EDU 290 3 hours
Social Studies, Science, and Mathematics in the Preschool and Kindergarten
The many areas of the child's immediate world including development of positive self-concepts, which are then broadened to a worldview, are studied in this course. Various teaching approaches are utilized to help children become aware of the home, family, and aspects of cultural and ethnic influence within their communities and how these affect values, standards and morals within their homes and schools. The past, present, and future areas of science and mathematical readiness are all viewed as aids in developing this worldview. Weekly observation of and participation with children in preschool, kindergarten, and Headstart help students become aware of meaningful teaching modes and methods of the areas covered in this course. Offered every third semester.

EDU 301 3 hours
Introduction to English as a Second/Foreign Language
Foundations of second-language acquisition in the English as a Second/Foreign Language setting. Examines principles of instruction, language functions, sociocultural variables, and comparison of first-and second-language acquisition.

EDU 302 3 hours
General Linguistics in ESL/EFL
Basic elements of phonology, morphology, syntax and semantics. Topics include phonetics, historical linguistics, sociolinguistics, and psycholinguistics in ESL/EFL settings. Prerequisite: EDU 301.

EDU 303 3 hours
Methods of Teaching English in ESL/EFL
Planning, teaching and evaluating learning in ESL/EFL settings. Includes a field experience lab. Prerequisites: EDU 301 and EDU 302.

EDU 310 2 hours
Discipline and Classroom Management
This course is designed to assist students in developing practical skills and techniques for organizing the classroom and maintaining effective discipline. Students develop a plan for discipline and classroom management that utilizes a proactive approach based on positive ethical practices consistent with Christian and democratic principles. Several widely accepted discipline theories along with the study of legal implications for teachers are used in conjunction with observations and case studies to assist students in developing effective discipline plans. Co-requisite: EDU 421/431.

EDU 312 **3 hours**
Teaching in Secondary, Junior High/Middle Schools - Special Methods
A special junior level methods course taught by specialists in the student's major department. All aspects of planning, teaching, and evaluating within a specific subject area are discussed. Includes a field experience lab. Prerequisites: EDU 150, 260, and approval into the teacher education program. To be completed spring term prior to student teaching.

EDU 332 **3 hours**
The Junior High/Middle School
A study of the philosophy, development, and organization of middle schools and junior high schools. Examines through readings, seminars, field experiences, and classroom investigations the purpose, curriculum, and instructional strategies, including the use of appropriate media and technology, for effective teaching in junior high/middle schools. This course provides prospective teachers with knowledge and understanding of the adolescent, the school, and practical teaching activities. Includes a field experience lab. Prerequisites: EDU 150, 260. Must be completed prior to student teaching.

EDU 350 **3 hours**
Literacy Instruction in the Elementary Classroom
An examination of current methods, materials, and media used in teaching literacy in a multicultural society. The foundations of literacy skills instruction and the development of literacy reading skills are studied in relation to the total range of student needs. The reading/writing connection and literature-based programs are addressed. Prerequisites: EDU 150, 260, and approval into the teacher education program. Co-requisite: EDU 371. Offered fall semesters.

EDU 351 **3 hours**
Methods and Materials for Elementary Teachers
An integrative approach of utilizing a variety of effective instructional methods and resources with content areas, including science and social studies, appropriate for elementary children. Strategies for working with diverse student populations and incorporating current educational technology competencies are included. Prerequisites: EDU 150, 260, and approval into the teacher education program. Offered spring semesters.

EDU 353 **3 hours**
Literacy Problems in the Elementary Classroom
This course is designed to assist classroom teachers in the knowledge, operation, and execution of diagnostic tools to assess literacy problems of elementary school children. Students prepare plans of correction for elementary school children's weaknesses in reading. Includes a field experience lab. Prerequisites: EDU 150, 260, 350, and approval into the teacher education program. Offered spring semesters.

EDU 360 **1-4 hours**
Independent Study

EDU 371 **3 hours**
Children's Literature Through the Language Arts
The various genres of children's literature are explored through the communication modes of listening, writing, and speaking. Teaching methodologies in language arts are included. Literature dealing with diversity and special needs is included. Co-requisite: EDU 350. Offered fall semesters.

EDU 393 **1-4 hours**
Practicum

EDU 415 **1 hour**
Student Teaching Seminar

EDU 421 **15 hours**
Supervised Internship in Elementary Schools
Full-time teaching experiences for the intern at two grade levels under the supervision of public and private school and college personnel. Multicultural/multiethnic education placement is required in one of the experiences. Prerequisites: (a) approval by the Teacher Education Committee; (b) EDU 150, 210, 260, 350, 351, 353. Co-requisite: EDU 415 Credit only.

EDU 425 **3 hours**
Supervised Internship
For Transition to Teaching students.

EDU 480 **1-4 hours**
Seminar

EDU 482 **3 hours**
Practicum in English as a Second/Foreign Language
Supervised teaching experience in an ESL/EFL setting, locally or internationally. Prerequisites: EDU 301, 302, 303.

EDU 493 **3 hours**
Elementary Education Senior Capstone
Students address current and future issues related to teaching through lectures, readings, school visits, and discussion. The integration of Christian philosophical concerns with the current role and responsibilities of teachers is emphasized. Fee required.

Special Education Courses (Subject to Indiana Department of Education approval in fall 2006)

SED 320 3 hours
Exceptional Children
This course is designed to prepare the teacher for the challenge of meeting the needs of exceptional children in the regular classroom. A general study of exceptional children focuses on mainstreamed and included special education students. Various topics included are identification of exceptional children, their characteristics and special needs, delivery of services, instructional methods and techniques, and evaluation. Prerequisite: EDU 150.

SED 330 3 hours
Foundations of Special Education
A study of the profession of special education, this course deals with the philosophical, historical, ethical, legal foundations of special education. The responsibilites and rights of students, their parents, all involved educators and other professionals are studied as they relate to meeting the needs of exceptional learners. Includes a field experience lab. Prerequisite: SED 320

SED 340 3 hours
Assessment of the Learner
This course focuses on formal and informal assessments used to identify, plan for, and teach students with exceptional needs, including the use of that information to develop individual education plans. Communication of that information with students, parents, and other professionals is discussed. Prerequisites: SPE 320, 330; EDU 260

SED 350 3 hours
Behavior Management
Managing the learning environment of students with special needs is the focus of this course. Topics covered include behavioral assessments and their use in developing behavior intervention plans for exceptional students, as well as the legal implications of laws and regulations regarding the implementation of these plans in various learning environments. Prerequisites: SED 320, 330; EDU 260

SED 355 3 hours
Methods of Special Education
Methods and materials used in the intervention of exceptional learners are presented in this course. Strategies of instruction in the least restrictive environment, modification of curriculum, and collaboration and consultation across the spectrum of services are presented in conjunction with the daily teaching and planning required of students' individual education plans. Includes a field experience lab. Prerequisites: SPE 320, 330; EDU 260 Offered fall semester

English and Professional Writing Department

Within the contexts of a Christian worldview, the liberal arts, and professional education, the purpose of the English and Professional Writing Department is to develop students' abilities to think, listen, speak, and write clearly, analytically, critically, and creatively. The department offers majors in English studies, and professional writing and minors in English and journalism. Its mission is to equip competent communicators who are prepared to influence the world for Christ.

Students may not double major in English studies and professional writing.

English Studies Major

A major in English studies provides students with a strong liberal arts preparation for a variety of careers including business, law, ministry, research, library science, civil service and administration, as well as writing, editing, and publishing.

The English studies major is designed to be pragmatic. While retaining the essential components of a traditional English major, it seeks to prepare students for professions that require strong communication skills, proficiency in written and spoken English, and the ability to think critically.

The bachelor of arts degree with a major in English studies requires two years of one foreign language and a minimum of 39 hours in addition to ENG 110. Required courses are:

Core Requirements

CAM 262	3	Introduction to Desktop Publishing
ENG 212	4	Critical Approaches to Literature
ENG 302	4	Linguistics and Grammar
ENG 333	4	Business and Technical Writing
ENG 493	3	English Senior Capstone

Select two literature survey courses from:

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature
or		
ENG 233	3	Literary London

Select one communications course from:

CAS 340	3	Intercultural Communication
CAS 372	3	Communication for Change

Select one upper-division writing course from:

CAM 320	3	Advanced Reporting
CAM 343	3	Editing
ENG 320	3	Poetry Writing
ENG 321	3	Fiction Writing
ENG 472	4	Freelance Writing

Select two literature upper-division courses from:

ENG 361	4	Drama
ENG 362	3	Shakespeare
ENG 370	1-4	Selected Topics: Themes & Genres
ENG 371	4	The Novel
ENG 373	4	Literature of Cultural Diversity

Select one upper-division (300-400) ENG elective (3-4 hours)

The major GPA is calculated using the university standard.

Professional Writing Major

The professional writing major focuses on the development of practical writing skills students need for careers as freelance writers, book and magazine editors, novelists, and short story writers. The aims of the program are to teach students how to write in a contemporary style that will be marketable to a contemporary audience, to teach students how to market their manuscripts, to make students knowledgeable about all business aspects of writing, and to expose students to the wide range of professional writing opportunities. Professional writing majors are required to develop a portfolio of published credits.

The bachelor of arts degree in professional writing requires two years of one foreign language and a minimum of 46-48 hours including:

Core Requirements:

CAM 150	3	Basic Reporting for the Media
CAM 262	3	Introduction to Desktop Publishing
ENG 212	4	Critical Approaches to Literature
ENG 321	3	Fiction Writing
ENG 333	4	Business and Technical Writing
ENG 393	4	Practicum
ENG 460	3	Writing Seminar*
ENG 460	3	Writing Seminar
ENG 472	4	Freelance Writing
ENG 493	3	English Senior Capstone
MKC 110	3	Theory and Practice

*ENG 460 must be taken twice for a total of six hours.

One course from:

CAM 320	3	Advanced Reporting
CAM 343	3	Editing
ENG 320	3	Poetry Writing
ENG 475	3	Writing for Publication
MKC 220	3	Writing & Production

Two literature courses (one must be upper-division 300-400) from:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature
ENG 361	4	Drama
ENG 362	3	Shakespeare
ENG 370	1-4	Selected Topics: Themes & Genres
ENG 371	4	The Novel
ENG 373	4	Literature of Cultural Diversity

The major GPA is calculated using the university standard.

English Minor

The English minor consists of at least 16 hours in addition to ENG 110 and may not be combined with professional writing or English studies majors.

Required courses are:

ENG 212	4	Critical Approaches to Literature

Select at least one course from:

ENG 230	3	World Literature
ENG 233	3	Literary London
ENG 240	3	American Literature
ENG 250	3	British Literature

Select three additional ENG courses of at least three credits each.

The minor GPA is calculated using the university standard.

Journalism Minor

Journalism minor complements a major in English Studies, or Professional Writing. The Journalism minor requires 22 hours including:

CAM 150	3	Basic Reporting for the Media
CAM 262	3	Intro. to Desktop Publishing
CAM 300	2	Media Laboratory*
CAM 320	3	Advanced Reporting
CAM 343	3	Editing

or

MKC 350	3	Media Management
CAM 393	4	Practicum

* CAM 300 must be taken 3 semesters for a total of 6 hours. Students majoring in English Studies or Professional Writing may not count CAM 320 or CAM 343 towards hours in the major.

The minor GPA is calculated using the university standard.

English and Professional Writing Courses

English and Professional Writing Courses

ENG 100 **2 hours**
College Writing Fundamentals
Intensive review of basic grammar and mechanics. Practice in writing clear sentences, paragraphs, and short prose compositions. Enrollment by assignment. Offered fall semesters.

ENG 110 **3 hours**
Expository Writing
Practice in writing clear and effective prose through several expository modes including a formal research paper. Brief review of grammar and mechanics as necessary, with concentration on analytical thinking. To be taken during the freshman year. Meets general education writing requirement. ENG 110 is prerequisite to all other English courses except ENG 100, 230, 233, 240, and 250.

ENG 212 **4 hours**
Critical Approaches to Literature
Introduction to basic literary analysis and theory with emphasis on informed reading and critical, written response to selections from poetry, fiction, drama, and film. Includes minorities literature. Recommended for all students who desire greater reading and writing skills. Prerequisite: ENG 110. Offered spring semesters.

ENG 300 **1 hour**
Literary Magazine
Credit may be earned for work on campus publication. Permission required.

ENG 302 **4 hours**
Linguistics and Grammar
Analysis of the English language with attention to its history, nature, and structure. Prerequisite: ENG 110.

ENG 320 **3 hours**
Poetry Writing

Comprehensive instruction and guided workshop in writing poetry. Prerequisite: ENG 110.

ENG 321 **3 hours**
Fiction Writing
Comprehensive instruction and guided workshop in writing fiction. Prerequisite: ENG 110.

ENG 333 **4 hours**
Business and Technical Writing
Practice in the forms of writing required in business and industry. Prerequisite: ENG 110.

ENG 460 **3 hours**
Writing Seminar
Concentrated instruction in an area of specialized writing. Writers in residence or guest editors are brought to campus to lead classes on such topics as Scriptwriting, Religious and Inspirational Writing, Writing for Children and Young Adults, and Biography Research and Writing. Students may receive ENG 460 credit for approved off-campus experiences such as the Los Angeles Film Studies Program. Prerequisite: approval of the chair of English and Professional Writing. May be taken twice.

ENG 472 **4 hours**
Freelance Writing
Experience in the techniques and strategies of freelance writing, working toward publication. Prerequisite: ENG 110.

ENG 475 **3 hours**
Writing for Publication
An intensive seminar on writing manuscripts for publication. Offered in conjunction with Write-To-Publish Conference each June. Students attend workshops with authors and editors then work closely with instructor to prepare manuscripts for publication.

Journalism Courses

CAM 150 **3 hours**
Basic Reporting for the Media
A beginning course in covering beats, reporting, and writing news. Prerequisite: ENG 110.

CAM 262 **3 hours**
Introduction to Desktop Publishing
This course exposes students to design principles and the latest trends in desktop publishing. In addition to learning the basics of design, students will learn how to use relevant software packages.

CAM 300 **2 hours**
Media Laboratory
Two hours of credit may be earned for work on campus media positions approved by the department chair of English and professional writing on the Fort Wayne campus. A maximum of six hours may count toward graduation. Media laboratory credit hours do not meet the major requirements in the communication arts department. Prerequisite: Permission of the chair English and professional writing.

CAM 320 **3 hours**
Advanced Reporting
An advanced course that emphasizes in-depth reporting. A practical hands-on course focusing on interviewing techniques, research methods, Internet resources, the Freedom of Information Act, and other investigative tools for today's journalist. Prerequisite: CAM 150.

CAM 343 **3 hours**
Editing
Focuses on the discipline of copy editing to ensure consistency, accuracy and clarity of language. Among other topics, students will be exposed to style manuals used within the industry. Prerequisite: CAM 150.

CAM 393 **1-4 hours**
Practicum
Prerequisite: Approval of the chair of professional communications. Pass-fail only.

Literature Courses

ENG 230 **3 hours**
World Literature
A selective survey of world literary achievement from antiquity to the present. Meets general education literature requirement.

ENG 233 **3 hours**
Literary London
A study-tour conducted each January in England, combining study of selected major British authors with extensive sightseeing in London and surrounding counties. Enrollment with instructor's permission. Meets general education literature requirement. Offered January interterms via Upland campus.

ENG 240 **3 hours**
American Literature
A survey of the American literary tradition from its origins to the present, evaluating and comparing themes, ideas, and styles. Meets general education literature requirement.

ENG 250 **3 hours**
British Literature
Explores British literature from its beginnings to the present, including a brief historical overview of the development of the English language. Meets general education literature requirement.

ENG 360 **1-4 hours**
Independent Study

ENG 361 **4 hours**
Drama
A selective survey of the historical development of drama from its origins to the present day. Prerequisite: ENG 212.

ENG 362 **3 hours**
Shakespeare
Intensive analysis of selected plays and sonnets. Attention is given to the conventions of the Elizabethan and Jacobean theatre. Prerequisite: ENG 212.

ENG 370 **1-4 hours**
Selected Topics: Themes and Genres

ENG 371 **4 hours**
The Novel
A selective survey of the historical development of the novel, from its origins to the present day. Prerequisite: ENG 212..

ENG 373 **4 hours**
Literature of Cultural Diversity
A critical study of life in a global community focusing on the twentieth century literature of one or more cultures. Primarily intended for English majors but recommended for all students desiring cross-cultural awareness. Prerequisite: 200-level English literature course. Offered spring semester of odd years.

ENG 393 **1-4 hours**
Practicum
Taken for pass-fail credit.

ENG 493 **3 hours**
English Senior Capstone
Designed as a culminating experience for all English Studies and Professional Writing majors wherein students evaluate the status and the goals of their studies in a flexible forum exploring academic and professional issues. Senior Projects are completed for submission to the department. Prerequisite:30 hours in the major. Offered January interterm.

Geography

Geography Courses

GEO 210 **4 hours**
Physical Geography
The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind. Meets general education earth science requirement.

GEO 220 **4 hours**
Regional Geography
A course offering basic ideas and supporting facts about contemporary world geography. Students study eight world regions: Europe, the former Soviet Union, Latin America, Anglo-America, the Middle East, the Orient, the Pacific World, and Africa. Meets general education general social science requirement. This course does not meet the general education science requirement.

Goal-Oriented Major

The goal-oriented major recognizes that departmental majors may not meet the unique needs of some students who attend Taylor University. This major allows a student (with faculty guidance) to design from existing courses a program of study that is valid academically and meets personal and/or professional goals.

It is expected that the major will be thoughtfully and carefully designed. Therefore, a student should have some college experience before applying for a goal-oriented major and should not begin the application process prior to the second semester of the sophomore year. The student should also seek advice from at least two faculty advisors from different departments that most closely fit the needs of the goal-oriented major. Consultation from literature or an individual within the field of interest is also a prerequisite. Finally, the student should make an appointment to discuss his/her plans with the chair of the goal-oriented major subcommittee. The Educational Policy Committee will make final approval of the application.

A GPA of 2.80 or above is required to be admitted into the program. As with all majors, a minimum of 128 hours is necessary for graduation, but at least 48 of these hours must be completed after the approval of the application. The application deadline is April 15 of each academic year.
The bachelor of arts degree program requires completion of two years of one foreign language and a minimum of 46 hours in the major. A bachelor of science degree in the goal-oriented major requires a minimum of 60 hours in the major, including a minimum three-hour practicum. The required senior comprehensive exam will be a paper (3,000 words or more) that integrates the several components of the major. All general education, degree, and major requirements listed in this catalog must be fulfilled.

History

History Courses

HIS 100 **5 hours**
World History
A survey of the civilizations of Europe, Asia, Africa, and the Western Hemisphere from the earliest times to the present.

HIS 120 **5 hours**
History of the United States
A survey study of the social, political, and cultural development of the people of the United States from the colonization period to the present.

HIS 140 **3 hours**
Church History, Pre-Reformation
An historical survey of the Christian church from its beginnings until the Renaissance era (about 1500). Includes a discussion of apologists, creedal development, the early theological controversies, Augustine, the rise of the Papacy, monasticism, the investiture controversy, the Crusades, scholasticism, the Conciliar Movement, and the Renaissance.

HIS 141 **3 hours**
Church History, Post Reformation
An historical survey of the Christian church from the Reformation era to the present (from 1500). Includes a discussion of the Reformation, the Catholic Reformation, the Age of Reason, Liberalism, Christian Socialism, Fundamentalism, and early American church history. Major emphasis is given to the Reformation era.

HIS 352 **3 hours**
African-American History
A survey of African-American history from African origins through the modern civil rights movement. Emphasis is placed on the oppression and resistance to oppression that characterize the African-American experience.

HIS 385 **3 hours**
American Constitutional Development: Institutional Powers
See POS 385.

HIS 386 **3 hours**
American Constitutional Development: Civil Rights and Liberties
See POS 386

HIS 392 **3 hours**
Twentieth Century U.S. History
A study of the political, military, economic, and cultural development of the nation during its rise to world prominence.

Humanities

Humanities courses carry an interdisciplinary focus and are directly related to more than one single department or academic field. These courses include curricular offerings in visual arts and music.

Humanities Courses

HUM 230 **4 hours**
Art as Experience
Lecture sessions focus upon works from several art forms with the goal of developing students' perceptual skills. A major focus of this course is experiencing art. Written critiques on selected events are part of the course curriculum. The January interterm version of this course requires permission of the instructor. Meets general education fine arts requirement. This requirement can be met by taking MUS 149E for 2 credits and ART 172E for 2 credits through the Center for Lifelong Learning.

Participation in the Arts
Art, music participation, or movement courses may be used to fulfill the participation in the arts requirement. Music ensemble, or private lessons can fulfill this requirement. The music courses will carry a MUS prefix.

HUM 250D **1 hour**
Drawing

HUM 250M **1 hour**
Basics of Movement

Interdisciplinary Studies Major

The interdisciplinary studies major (ISD) permits students to use focused areas of study to attain their educational objectives. Note that the individual courses cannot be used in more than one category, including the core area, ISD designated course requirements, discipline sets, or general education requirement.

Faculty members of the general studies department will serve as advisors to majors in this area. The chair of the general studies, who is the academic dean of the Fort Wayne campus, will provide oversight for the faculty advisors and students in the program.

A committee will be formed for each IDS student. The committee will be chaired by the student's academic advisor, a member of the general studies department. The other members of the committee will be faculty members from the departments of the discipline sets that the student has chosen. As suggested by the EPC the student will propose to the committee a practicum in which all the disciplines being studied are represented. The committee will then decide who the practicum supervisor will be and set up the practicum as other practicums are currently organized. Regarding the senior research paper, the student will propose a thesis to the student's committee for approval. The entire committee will read and grade the completed paper. There will also be an interview with the student about his/her paper. The paper will need to reflect an integration of the discipline sets. One faculty member from the committee will be selected as the principal paper advisor and will receive the official teaching load for the course.

Interdisciplinary Studies Core

IDS 393	4	Practicum
IDS 451	2	Senior Research

Interdisciplinary Studies Designated Courses

Select at least nine hours from the following:

BIB 272	3	Inductive Study of the Bible
CAS 340	3	Intercultural Communications
ENG 373	4	Literature of Cultural Diversity
HIS 100	5	World History
PHI 262	3	Contemporary Issues

PHI 323	3	World Religions
UMI 380	3	Theology of the City
SOC 200	3	Cultural Anthropology
SWK 380	3	Understanding Grief and Loss

Selected Study Abroad Courses

Interdisciplinary Studies Discipline Sets

Select three sets for BS degree; select two sets for BA degree. Two years of study in one language is required for the BA degree.

Justice Studies (15 hours)

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 230	3	Restorative Justice
JUS 300	3	Criminal Law
JUS 342	3	Criminology

Christian Ministries (15 hours)

CMI 100	3	Introduction to Ministry
CMI 262	3	Spiritual Formation
Or		
CSG 210	3	Discipleship Counseling
BIB 272	3	Inductive Study of the Bible

Plus 6 hours of upper division courses from any one of the following majors:

Biblical Studies	(BBS)
Christian Education	(CED)
Intercultural Studies	(ICS)
Pastoral Ministries	(PMI)
Youth Ministry	(YMI)

Note that any one of following minors/certificates could be taken in lieu of the Christian ministries set:
Biblical Literature minor
Christian Education minor
Intercultural Studies/Missions minor
Psychology minor
Certificate in Missions

Management (16 hours)

BISF 352	3	Management Analysis and Practice
ECOF 201	4	Principles of Microeconomics
MKC 231	3	Principles of Marketing

Plus select two from the following:

IAS 330	3	Human Relations in Organizations

BISF 375	3	International Business
BISF 453	3	Management Strategy and Policy
BISF 420	3	Production and Operations Management
BISF 362	3	Human Resources Management
BISF 311	3	Business Law

Communication (15 hours)

MKC 110	3	Theory and Practice
MKC 220	3	Writing & Production
MKC 330	3	Marketing Research Elective

Plus select two from the following:

CAS 340	3	Intercultural Communication
CAS 372	3	Communication for Change
CAM 262	3	Introduction to Desktop Publishing
MKC 350	3	Media Management
MKC 372	3	E-Communications
ENG 333	3	Business and Technical Writing

Music (19 or 20)

MUS 113	3	Practical Music Theory I
MUS 114	3	Practical Music Theory II
MUS	3	Applied (private of class, including 1 hr. of piano)
MUS	1 hr.	(in addition to the HUM 250 credit)

Select one of the following two tracks:

Music Ministry Emphasis:

MUS 361	2	Conducting I
MUS 350	3	Music in the Church
MUS 393	2	Practicum (taken concurrently with MUS 350)
PMI 111	3	Christian Worship

Or

Recording Emphasis:

MUS 292	3	Introduction to Electronic Music
MUS 353	2	Recording Techniques
MUS 393	4	Practicum

History (15 hours selected from the following):

HIS 100	5	World History
HIS 120	5	History of the US
HIS 140	3	Church History, Pre-Reformation
HIS 141	3	Church History, Post-Reformation
HIS 392	3	Twentieth Century US History
HIS 385	3	American Constitutional Dev.: Institutional Powers
HIS 386	3	American Constitutional Dev.: Civil Rights and Liberties

English (15 hours)

ENG 212	4	Critical Approaches to Literature
ENG 321	3	Fiction Writing
ENG 4724	4	Freelance Writing

Upper division literature course choose from:

ENG 361	4	Drama
ENG 371	4	The Novel
ENG 370	4	Select Topics

English as a Second Language (12 hours)

EDU 301	3	Intro to English as a Second Language
EDU 302	3	General Linguistics
EDU 303	3	Methods of Teaching
EDU 482	3	Practicum in ESL

Inter-area courses are general in scope and exist apart from any single department.

Major GPA calculated using the university standard.

Inter-area Courses

IAS 101 **1 hour**
New Student Orientation
An introduction to the Christian higher education philosophy of Taylor University by word and practice. This course includes small groups discussing study skills, personal growth and development, and academic advising. Also included is the working through of practical problems of adjustment to the Taylor community in the areas of behavioral standards, time management, interpersonal relationships, career planning, and spiritual growth. Required of all first-time freshmen and transfer students with 11 or fewer hours. Meets general education requirement. Credit only.

IAS 103E **1 hours**
Introduction to Portfolio Development
An introduction to the development of a prior learning assessment (PLA) portfolio. The PLA portfolio is a student-prepared document, compiled and assembled in an approved format which demonstrates college-level knowledge gained through professional training and lifelong learning experiences.

IAS 110 **3 hours**
Foundations of Christian Thought
An introduction to the liberal arts and the integration of faith and learning. In addition to large group lectures, the course includes small group discussion sessions led by faculty and staff. The discussion sessions further develop the themes for the course. The primary thrust is to use the central theme of human nature to introduce

the student to basic areas of understanding that undergird the intellectual growth process at Taylor. Required of all students. Meets general education requirement. Offered spring semesters.

IAS 120 **1 hour**
Introduction to International Ministry
An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.

IAS 252 **1 hour**
Developmental Processes in Leadership
Designed to provide theoretical foundations and experiential opportunities structured toward personal growth and organizational effectiveness. Strongly recommended for all students interested in on-campus leadership positions.

IAS 280 **1 hour**
Applied Learning Techniques-Verbal
Emphasizes techniques for the improvement of study skills, listening and note taking, reading, and comprehension. May be repeated one time only. Pass-fail only.

IAS 285 **1 hour**
Applied Learning Techniques-Math
Emphasizes techniques for the improvement of math study skills, listening and note taking, and mathematics skills. May be repeated one time only. Pass-fail only.

IAS 320 **3 hours**
Cross-Cultural Outreach
IAS 120 or permission of the instructor is required for this month-long experience of ministry that meets the general education cross-cultural requirement. Additional practicums may be selected in religion, Christian education, elementary education, or music during the field experience. Offered January interterms.

IAS 330 **3 hours**
Human Relations in Organizations
The study of human relationships in organizations as they pertain to management theories, processes, and organizational systems and structures. Vertical, lateral, and diagonal relationships, planning techniques, and strategies as well as techniques of systems intervention and problem solving are studied. Meets general education social science requirement.

IAS 352 **1 hour**
Student Development Seminar
Designed to provide instruction and study in topics relevant to specific student leadership positions on campus. Prerequisite: IAS 252 and/or permission of instructor.

IAS 410 **1 hour**
Speed Reading
Emphasis on speed reading techniques and effective comprehension. Meets twice a week for seven weeks. Prerequisite: thirteenth grade level reading. Pass-fail only.

IAS 492 **1-4 hours**
Integrative Seminar
An interdepartmental, interdisciplinary seminar of an integrative nature utilizing readings and other media to communicate ideas. Prerequisite: Permission of the instructor.

IAS 495 **1 hour**
Senior Capstone
Senior Seminar is an integrative, interdisciplinary general education requirement. Students will register for it during either the fall or spring semester of their senior year. Meets general education requirement.

IAS 499 **1 hour**
Special Study
Upon recommendation of the major department chair, a student may petition for permission to serve as an instructional assistant in his/her major department. It is to be understood that the petition should be accompanied by a description of the student's duties and that the approved petition is to be presented to the registrar's office at the time of registration. Prerequisites: Junior standing, overall GPA of at least 2.6, major GPA of at least 3.0, and permission of the associate vice president for academic affairs.

IASF 181 **1 hour**
Applied Learning Techniques-Study Skills
Emphasizes techniques for the improvement of study skills, listening and note taking, reading, and comprehension. May be repeated one time only. Grade only.

IASF 182 **1 hour**
Applied Learning Techniques-Reading
Emphasizes techniques for the improvement of reading skills, reading, and comprehension. May be repeated one time only. Grade only.

IASF 183 **1 hour**
Applied Learning Techniques-Enhanced
Emphasizes techniques for the improvement of individual academic skills. May be repeated one time only. Grade only.

IASF 186 **1 hour**
Applied Learning Techniques-Math
Emphasizes techniques for the improvement of math study skills, listening and note taking, and mathematics skills. May be repeated one time only. Grade only.

IASF 190 **Applied Mentoring**	**1 hour**
IASF 393 **Practicum**	**4 hours**
IASF 451 **Senior Research**	**2 hours**

Justice Studies

The objectives of the department of justice studies are (1) to prepare students for professional service in the multifaceted and challenging arena of the American justice system; (2) to strategically position students for graduate work in law, the behavioral sciences, chaplaincy, criminal justice, or victim studies; and (3) to provide maximum flexibility for students in the liberal arts, by offering four distinct programmatic alternatives.

Students will pursue either a bachelor of arts or a bachelor of science degree in one of the following majors: criminal justice, Pre-law, Chaplaincy, or Victim Services. The bachelor of arts degree requires two years of one foreign language. The bachelor of science degree must be augmented with a cognate of 12 additional hours from the sciences, business , or psychology.

All three majors share a common core curriculum of justice courses that embody (1) the historical development, organization, and administration of the courts, corrections programs, victim services, and law enforcement; (2) a theoretical, philosophical, and substantive analysis of law, victimology, justice, and the causes and effects of both juvenile delinquency and adult crime; and (3) comparative strategies for preventing, controlling, and treating criminal behavior and its victims. As part of the strategy for preventing criminal behavior the program has implemented a six semester mentoring practicum for students to work with children of prisoners in hopes of presenting a positive role model.

Criminal Justice Major

The criminal justice major is designed for individuals who are interested in administration, leadership, and service with either juvenile or adult offenders, victims, or other at-risk populations. The academic program professionally equips students to function in offender-based agencies or victim assistance agencies and organizations, whether in law enforcement, the courts, corrections, or chaplaincy. Moreover, this major is a potential choice for persons seeking a double major in preparation for graduate work in another behavioral science, such as psychology or graduate work in criminal justice. A double major might require an additional semester.

The bachelor of arts degree with a major in criminal justice requires two years of one foreign language beyond the 53 hour major.

The bachelor of science degree with a major in criminal justice must be augmented with a cognate of 12 additional hours beyond the 53-hour major from courses in the sciences, business, or psychology.

Forty-Four Hour Core Requirements:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 121	3	Introduction to Juvenile Delinquency
JUS 193/393	1	Mentoring Practicum (six semesters required)
JUS 230	3	Restorative Justice
JUS 300	3	Criminal Law
JUS 342	3	Criminology
JUS 353	4	Social Research Methods
JUS 420	12	Internship in Criminal Justice
MAT 210 or	4	Introduction to Statistics
SOC 355	4	Applied Social Statistics

Select from one of the following tracks:

Corrections Track:

JUS 310	3	Community Corrections
JUS 311	3	Institutional Corrections

Choose a minimum of 7 hours from the approved social science elective courses.

Law Enforcement Track:

JUS 315	3	Criminal Procedures

Choose one:

JUS 310	3	Community Corrections
JUS 311	3	Institutional Corrections

Choose a minimum of 7 hours from the approved social science elective courses.

Victim Services Track:

CSG 210	3	Discipleship Counseling
CSG 310	3	Counseling Skills & Techniques

Six (6) hours of 300 and 400 level approved social science electives:

Criminal Justice Approved Social Science Elective Courses:

CAS 340	3	Intercultural Communication

CAS 372	3	Communication for Change
CSG 400	3	Marriage and Family Counseling
CSG 420	2	Addictions Counseling
CSG 440	2	Crisis Counseling`
CSG 450	2	Group Dynamics
ENG 333	4	Business and Technical Writing
PSY 300	4	Abnormal Psychology
SWK 320	3	Unleashing the Oppressed
SWK 340	3	Working with Children
SWK 355	3	Helping Troubled Families
SWK 380	3	Understanding Suffering, Grief and Loss

The major GPA is calculated using the university standard.

Pre-Law Major/Law and Justice

Law and Justice is the major of choice for prelaw students. It has a strong interdisciplinary liberal arts curriculum specifically designed to meet the expectations articulated by law schools throughout the United States. Moreover, this academic major provides excellent preparation for individuals who seek only an undergraduate degree, but who desire to serve in court administration or in some other professional legal environment.

The bachelor of arts degree with a major in law and justice is a unique blend of courses in Justice Studies, English, political science and philosophy. This major requires two years of one foreign language and 57 hours.

The bachelor of science degree with a major in law and justice must be augmented with 12 additional hours beyond the 57-hour major from courses in the sciences, business , or psychology.

Core Requirements:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 121	3	Introduction to Juvenile Delinquency
JUS 193/393	6	Mentoring
JUS 230	3	Restorative Justice
JUS 300	3	Criminal Law
JUS 315	3	Criminal Procedures
JUS 342	3	Criminology
JUS 353	4	Social Research Methods
ENG 212	4	Critical Approaches to Literature
ENG 302	4	Linguistics and Grammar
POS 385	3	American Constitutional Develop: Institutional Powers
POS 386	3	American Constitutional Develop: Civil Rights Liberties
PRL 441	3	Legal Studies
PHI 201	3	Logic

PHI 262	3	Contemporary Issues

Select one of the following:

JUS 310	3	Community Corrections
JUS 311	3	Institutional Corrections

The major GPA is calculated using the university standard.

Justice and Ministry Major (Chaplaincy)

For students who desire to serve in a ministry to offenders or other at-risk populations, the justice and ministry major integrates justice studies with courses in Christian ministry and the behavioral sciences. Some are called to be chaplains; others are motivated to serve as program administrators or specialists in parachurch organizations and in public or private agencies.

The bachelor of arts degree with a major in justice and ministry requires two years of one foreign language and 52 hours in program courses.

The bachelor of science degree with a major in justice and ministry must be augmented with 12 additional hours beyond the 52-hour major from courses in the sciences, business, or psychology.

Core Requirements:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 121	3	Juvenile Delinquency
JUS 193/393	1	Mentoring Practicum (six semesters required)
JUS 230	3	Restorative Justice
JUS 300	3	Criminal Law
JUS 342	3	Criminology
JUS 353	4	Social Research Methods
JUS 420	12	Internship in Criminal Justice

Twelve-Hour Ministry Concentration:

CMI 122	3	Principles of Evangelism and Discipleship
CSG 210	3	Discipleship Counseling
CSG 310	3	Counseling Skills and Techniques

Choose 1 of the following:

BIB 272	3	Inductive Study of the Bible
CED 371	3	Leadership Development
PMI 231	3	Pastoral Tools
PMI 361	3	Introduction to Preaching

The major GPA is calculated using the university standard.

Criminal Justice Minor

A minor in criminal justice or pre-law requires 21 credit hours including

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 230	3	Restorative Justice
JUS 300	3	Criminal Law
JUS 342	3	Criminology

and six additional hours from the approved justice studies curriculum

The minor GPA is calculated using the university standard.

Justice and Ministry Minor

A minor in justice and ministry requires 21 hours including:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 121	3	Introduction to Juvenile Delinquency

Select nine additional hours from the approved curriculum in justice and ministry.

The minor GPA is calculated using the university standard.

Law and Justice Minor

A minor in law and justice requires 21 hours including:

JUS 100	3	Introduction to Criminal Justice
JUS 120	3	American Policing
JUS 121	3	Introduction to Juvenile Delinquency
JUS 393	1-4	Practicum

Select nine additional hours from the approved curriculum in law and justice

The minor GPA is calculated using the university standard.

Justice Studies Courses

JUS 100 **3 hours**
Introduction to Criminal Justice
A survey of the organization, administration, and function of law enforcement, the courts, and corrections in an historical, legal, and contemporary context. Emphasis is placed on both offenses and offenders at each stage of the process. Meets general education civic engagement or general social science requirement. Offered each semester. This course is offered through CLL as JUS 100E and must be taken for 3 credits.

JUS 120 **3 hours**
American Policing
An introductory course on legal, theoretical, historical, and organizational foundations of law enforcement in the United States with a critical assessment of alternative police policies and practices. Offered spring semesters.

JUS 121 **3 hours**
Introduction to Juvenile Delinquency
An introductory exploration of the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special areas and laws unique to juveniles, and other related topics. Offered fall semesters. This course is offered through CLL as JUS 121E and must be taken for 3 credits.

JUS 170 **1-4 hours**
Selected Topics

JUS 193 **1 hour**
Mentoring Practicum
Prison Fellowship International and TUFW have joined together to train students to mentor the children of prison inmates. Students will be trained and supported in developing a long-lasting relationship with a child. This relationship will provide service-learning opportunities for the student and valuable role modeling for the child. Approximately 3 hours per week.

JUS 230 3 hours
Restorative Justice
A study of a biblical model of justice and how it can be applied to the current criminal justice system, focusing on the restoration of harms caused by crime to the victims, community, and offender, examining the responsibilities of each in the restorative process and the role of the Christian community in implementing changes. Prerequisite: JUS 100. Offered fall semesters. This course is offered through CLL as JUS 230E and must be taken for 3 credits.

JUS 300 **3 hours**
Criminal Law
A study in substantive criminal law and how the courts apply constitutional and statutory principles in the appellate process. An examination of the historical foundations of the substantive law, the legal elements of culpability, and the limitations of that law in its application to the adjudicatory process. Prerequisite: JUS 100, or permission of instructor. Offered fall semesters. This course is offered through CLL as JUS 300E and must be taken for 3 credits.

JUS 310 **3 hours**
Community Corrections
A review and analysis of various community-based treatment modalities and interventions that are practiced with offenders, utilizing both process and outcome data from contemporary research projects. Prerequisite: JUS 100 or permission of Instructor. Offered fall semester of odd years

JUS 311 **3 hours**
Institutional Corrections
A study of the historic, philosophical, organizational and administrative aspects of the Nation's correctional institutions. This course includes institutions for adult, juvenile, male and female offenders in a variety of secure settings and focuses on research related to correctional institutions. Prerequisite: JUS 100 or permission of instructor. Offered fall semester of even years.

JUS 315 **3 hours**
Criminal Procedures
A study of procedural criminal laws that govern policing based primarily on the United States Constitution, Supreme Court cases and state statutory requirements. An examination of legal liabilities that impact law enforcement agencies, and procedural requirements from arrest to sentencing. Prerequisite: JUS 100, and JUS 120 for law enforcement concentrations. Offered spring semesters.

JUS 342 **3 hours**
Criminology
An interdisciplinary approach to the analysis of individual and group behaviors that result in delinquency and criminal conduct with an opportunity for each student to develop and defend a unified theory of criminal behavior. Prerequisite: JUS 100. Offered fall semesters.

JUS 350 **3 hours**
Seminar in Correctional Chaplaincy
A course in contextual ministry within criminal justice settings. Students will learn the theoretic concepts and ministry skills necessary to effectively support institutional chaplaincy programs and community-based ministries directed toward at-risk groups. Lectures and discussions will be led by successful practitioners of correctional ministry programs. There is an introductory and advanced seminar. Justice and ministry majors are required to take the advance course. Offered every

summer. This course is offered through CLL as JUS 350E and must be taken for 3 credits.

JUS 350E **3 hours**
Seminar in Correctional Chaplaincy
A course in contextual ministry within criminal justice settings. Students will learn the theoretic concepts and ministry skills necessary to effectively support institutional chaplaincy programs and community-based ministries directed toward at-risk groups. Lectures and discussions will be led by successful practitioners of correctional ministry programs. There is an introductory and advanced seminar. CLL degree and certificate students are required to take both seminars. TUFW justice and ministry majors are required to take the advanced course. Offered every summer.

JUS 353 **4 hours**
Social Research Methods
A study in the principles of research in the social sciences. The course introduces research methodologies and provides opportunities for students to apply research practices. Prerequisite: junior standing. Offered spring semesters.

JUS 370 **1-4 hours**
Selected Topics

JUS 393 **1-4 hours**
Practicum
Prerequisites: JUS 100 and 120, 220, or 240 or permission of instructor.

JUS 420 **12 hours**
Internship in Criminal Justice
A semester of academically and professionally supervised work in a criminal justice agency or an offender-based social service program. To be taken upon completion of core JUS courses and scheduled during junior or senior year, with approval of faculty.

Liberal Arts Program

The associate of arts degree in the liberal arts is offered for students who desire a two-year program that emphasizes a breadth of knowledge. It is not to be taken with or awarded with any of the three baccalaureate degrees.

Associates of Arts in Liberal Arts

A 42-43 hour core of courses from a variety of academic disciplines is combined with 14 hours from the student's choice of concentration area and elective hours to total 64 credit hours. Core requirements include:

Core Requirements:

IAS 101	1	New Student Orientation
IAS 110	3	Foundations of Christian Thought
ENG 110	3	Expository Writing
CAS 110	3	Public Speaking
or		
CAS 120	3	Interpersonal Communication
PHP 100	1	Fitness for Life
PHP 200x	1	General Physical Education Skills
BIB 110	3	Biblical Literature I
BIB 210	3	Biblical Literature II
REL 313	3	Historic Christian Belief
CIS 104	2	Computing and Information Concepts
HUM 230	4	Art as Experience

Select one science course.
Select one history course.
Select one social science course.
Select one math course.
Select one cross-cultural course

Select one literature course from:

ENG 230	3	World Literature
ENG 240	3	American Literature
ENG 250	3	British Literature

The area of concentration (or a combination of related areas if sufficient offerings are not available in one selected field of study) excludes existing associate degree programs (business administration and early childhood education) and must be approved by the associate vice president for academic affairs.

The Department of Management and Communication

Mission Statement

To facilitate the development of servant leaders who are spiritually grounded, professionally qualified, and prepared to influence their organizations, professional disciplines and the world around them for Christ.

Programs

The programs offered prepare servant leaders for leadership within organizations prepared to "make it happen" in a fast paced, dynamic environment that is increasingly global and diverse.

As an expression of Taylor's multi-dimensional education philosophy, the department offers two bachelor of science majors; organizational management and marketing communication. An associate of arts degree is offered in business administration. Minors are available in management, marketing and public relations.

All departmental curricula combine theory, principles, techniques, and practical applications to enhance graduates' employment opportunities and serve as a solid groundwork for graduate studies. The relevance of Christian faith through current, real-world situations is emphasized in classes, field trips and expert Christian guest lecturers. Team development and projects are available in most courses. Development of communication skills, both written and oral, are emphasized. Many classes give attention to problem solving.

All majors require practicum for four credit hours to enhance the educational experience. Additionally, marketing communication also requires an internship for eight credit hours designed to provide the student with real experience prior to graduation.

Graduation requirements in the four majors include passing all major courses with grades of C- or better. Any major course with a grade below C- must be repeated before subsequent sequential courses can be taken. Seniors must pass a senior comprehensive examination in their major.

Marketing Communication Major

The marketing communication major requires the completion of the major course requirements and a total of 58 hours in the major.

Courses Required:

BISF 375 3 International Business

CAM 262	3	Introduction. to Desktop Publishing
CAS 340	3	Intercultural Communications
CAS 372	3	Communication for Change
ENG 333	4	Business and Technical Writing
IAS 330	3	Human Relations in Organizations
MKC 110	3	Theory and Practice
MKC 220	3	Writing and Production
MKC 231	3	Principles of Marketing
MKC 320	3	Marketing Research
MKC 350	3	Media Management
MKC 361	3	Publication Design
MKC 372	3	E-Communications
MKC 393	4	Practicum
MKC 412	3	Advertising
MKC 492	8	Internship
MKC 420	3	Capstone: Campaigns and Cases

The major GPA is calculated using the university standard.

Organizational Management Major

The bachelor of science in organizational management requires the completion of the major course requirements and the bachelor of science component. A total of 37 hours are required in the major.

Courses Required:

BISF 241	3	Accounting Principles I
BISF 242	3	Accounting Principles II
BISF 311	3	Business Law
BISF 352	3	Management Analysis and Practice
BISF 362	3	Human Resource Management
BISF 393	4	Practicum
BISF 420	3	Production and Operations Management
BISF 453	3	Management Strategy and Policy
CAS 340	3	Intercultural Communications
CAS 372	3	Communication for Change
ECOF 202	3	Principles of Macroeconomics
IAS 330	3	Human Relations in Organization

For students who contemplate an MBA in the future, the following additional elective courses are strongly recommended:

BISF 361	3	Corporate Finance
BISF 375	3	International Business
ECOF 201	3	Principles of Microeconomics
MAT 210	3	Introductory Statistics

MKC 231 3 Principles of Marketing

The bachelor of science component requires:
You may select 2 options available to meet your bachelor of science.

Option 1 – Approved AA Component
Students may opt to meet the bachelor of science requirements through the completion of an approved Associates degree. The degree must be approved by the Associate Vice President of Academic Affairs in consultation with the Chair of the Department of Management and Communication.

Option 2 – Traditional Component
Quantitative requirements:
MAT 151 4 Calculus with Analytic Geometry
CIS 215 3 Discrete Mathematics
CIS 401 3 Decision Science

Applied requirements:
Select one of the following 2 tracks:

Track 1
BISF 492 8 Internship

Track 2
BISF 4xx 3 Applied Project
- Specification of project to be defined by student and sponsoring faculty.

And one of the following:
BISF 381 3 or 4 International Business Study Tour
OR
IAS 252 1 Developmental Process in Leadership
* Plus 1 year in leadership position
OR
Semester abroad through Taylor off-campus programs

The major GPA is calculated using the university standard.

Associate of Arts in Business Administration

An associate of arts degree in business administration is offered for students who want to prepare themselves for entry-level positions in business. This program also allows students to proceed to a bachelor's degree in business administration in a normal sequence. This degree includes:

General Education Requirements:
BIB 110 3 Biblical Literature I

BIB	210	3	Biblical Literature II
CAS	110	3	Public Speaking
or			
CAS	120	3	Interpersonal Communication
CIS	104	2	Computer and Information Concepts
ENG	110	3	Expository Writing
IAS	101	1	New Student Orientation
IAS	110	3	Foundations of Christian Thought
PHP	100	1	Fitness for Life
PHP	200	1	General Physical Education

Select one of the following:

HUM	230	4	Art as Experience
ENG	230	3	World Literature
ENG	240	3	American Literature
ENG	250	3	British Literature

One social science or history course

Core requirements:

ECOF	201	4	Principles of Microeconomics
ECOF	202	3	Principles of Macroeconomics
BISF	231	3	Principles of Marketing
BISF	241	3	Accounting Principles I
BISF	242	3	Accounting Principles II
BISF	311	3	Business Law
BISF	352	3	Management Analysis & Practice

MAT	110	3	Finite Mathematics
or			
MAT	151	4	Calculus with Analytic Geometry I
MAT	210	4	Introductory Statistics

Select enough electives to total at least 64 hours.

Recommended electives include:

BISF	362	3	Human Resource Management
BISF	442	3	Business Ethics
ENG	333	4	Business and Technical Writing

Management Minor

Marketing communications majors may earn the management minor if at least 15 credit hours are unique to the minor.

The management minor requires 22 hours including:

Courses required to complete the minor:

BISF 231	3	Principles of Marketing
BISF 241	3	Accounting Principles I
BISF 352	3	Management Analysis and Practice
ECOF 201	4	Principles of Microeconomics
IAS 330	3	Human Relations in Organizations

Select two electives from the following:

BISF 362	3	Human Resources Management
BISF 370	3	Select Topics in Management
BISF 375	3	International Business
BISF 420	3	Production and Operations Management
CAS 372	3	Communication for Change

The minor GPA is calculated using the university standard.

Marketing Minor

Organizational management majors may earn the marketing minor if at least 15 credit hours are unique to the minor.

The marketing minor requires 22 hours including:

Courses required to complete the minor:

BISF 231	3	Principles of Marketing
BISF 352	3	Management Analysis and Practice
ECOF 201	4	Principles of Microeconomics
MKC 330	3	Marketing Research

Select three (3) electives from:

BISF 370	3	Select Topics
BISF 375	3	International Business
CAM 262	3	Introduction to Desktop Publishing
CAS 340	3	Intercultural Communication
CAS 372	3	Communication
MKC 350	3	Media Management
MKC 372	3	E-Communications
MKC 412	3	Advertising

The minor GPA is calculated using the university standard.

Public Relations Minor

A minor in public relations requires 21 hours including:

CAM 150	3	Basic Reporting for the Media
MKC 110	3	Theory & Practice
MKC 220	3	Writing & Production
MKC 320	3	Marketing Research

Select nine additional elective hours from MKC, CAS and CAM courses.

The minor GPA is calculated using the university standard.

Bachelor of Business Administration

The bachelor of business administration (BBA) program, hosted in the Center for Lifelong Learning, is a unique, reduced-residency, distance-based program. Students will benefit from an innovative, flexible format and schedule that allows them to work full-time and/or maintain other life responsibilities while completing their degree in a timely manner. See cll.taylor.edu/bba.

Master of Business Administration

The master of business administration program, located at Taylor University Fort Wayne, focuses on timely, enterprise-level decisions by emphasizing faith-based leadership, global business issues, business development and creativity, and management strategy. Students will benefit from a flexible, executive MBA format and schedule. See www.tayloru.edu/mba.

Business Courses

BISF 241 **3 hours**
Accounting Principles I
An introduction to the language of business. Financial transactions are analyzed, recorded, summarized, and reported in a meaningful manner to management. Also studied are basic financial statements and the various accounting and internal control procedures for recording and protecting assets. Offered fall semester.

BISF 242 **3 hours**
Accounting Principles II
A continuation of BISF 241. Accounting problems and procedures pertaining to partnerships and corporations are studied. Also studied are various accounting procedures and reports used by management in acquiring fixed assets, budgeting and controlling manufacturing and departmental operations, reporting financial conditions, and analyzing the results of operations. Prerequisite: BISF 241. Offered spring semesters.

BISF 311 **3 hours**
Business Law
An overview and summary of the basic business law topics that the majority of students will encounter in their business careers and personal lives. Topics include contracts, agencies, personal property, torts, bailments, real property, leases, estates, trusts, and insurance. Junior status preferred.

BISF 352 **3 hours**
Management Analysis and Practice
A course designed to acquaint students thoroughly with the theories, principles, and practical applications of management (planning, organizing, staffing, leading, and controlling). Management principles are learned in the context of a work team developing and administering a business project. This course emphasizes business presentations and written reports. Current, real-life situations are emphasized. Prerequisites: Junior status.

BISF 361 **3 hours**
Corporate Finance
A study of methods used in the evaluation of financing and investment alternatives and funds management. The course integrates basic accounting with financial analytical techniques. Areas of emphasis include sources of financing, cash flow analysis, working capital management, capital budgeting, net present value, cost of capital and long-term debt, and capital structures. Prerequisite: BISF 242.

BISF 362 **3 hours**
Human Resources Management
A study of the role and functions of the human resource department of an organization with an up-to-date examination of the principles, policies, and problems of labor and management. Topics include employee relations, job analysis, compensation structures, recruitment practices, training, promotion, transfer, and management-union relationships. Prerequisite: BISF 352.

Note: The following upper-level human resource courses are not always offered every semester or year. Academic advisors should be consulted for current offerings.

BISF 370 **1-4 hours**
Selected Topics

BISF 375 **3 hours**
International Business
An in-depth examination of business practices in other countries, leading to a better understanding of intercultural relationships with trading partners, investors, and host countries. Prerequisite: MKC 231.

BISF 381 **3 or 4 hours**
International Busisness Study Tour
A study tour of selected international locations to focus on regional trade, economics, and Business topics. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international Business dealings is emphasized. *Prerequisites: BISF 231,one semester of ECOF sophomore standing within a marketing communication department. Offered January interterm and selected summers.*

BISF 393 **4 hours**
Practicum
A professional, supervised practicum in a work setting related to the major field of study. Prerequisite: Approval of department chair.

BISF 420 **3 hours**
Production and Operations Management
A study of operations management related to production of goods and services. Topics include product design, capital investment, facilities and equipment, maintenance, work methods and measurement, safety and health, production planning and control, materials management, project management, and quality assurance. Current issues such as energy, ecology, productivity and total quality management are discussed. Basic quantitative methods are introduced. Prerequisites: MAT 110/151, 210, BISF 352.

BISF 453 3 hours
Business Strategy and Policy
Strategic issues faced by organizations are analyzed in a comprehensive manner. Integrative skills in strategic analysis are developed through lecture and from diverse industries, encompassing long-range and short-term objectives, planned and pursued in breadth and depth in an ever-changing environment. Open only to seniors. Capstone course. Prerequisites: BISF 361 Corporate Finance; BISF 352 Management Analysis & Practice; MKC 231 Principles of Marketing.

BISF 492 **8 hours**
Internship
A professional, supervised internship in a work setting related to the major field of study. Prerequisites: BISF 393 and approval of department chair.

Communication Studies Courses

CAS 110 **3 hours**
Public Speaking
Concentrates on the development of public speaking skills including audience analysis, library research, organization, the use of evidence to support a point of view, delivery, and listening. Meets general education speaking requirement.

CAS 120 **3 hours**
Interpersonal Communication
The study of self-esteem, empathic listening, emotion, language, nonverbal behavior, conflict, and ethics in interpersonal relationships. Meets general education speaking requirement.

CAS 201 **3 hours**
Corporate Communication
Focuses on the application of Business communication skills. Not recommended for freshmen.

CAS 340 **3 hours**
Intercultural Communication
The study of the complex process of intercultural communication. The course seeks to create an awareness of culture-bound assumptions and ways to communicate more effectively with persons from other cultures. Offered spring semester of even years.

CAS 360 **1-4 hours**
Independent Study

CAS 370 **1-4 hours**
Selected Topics
Courses offered on topics of special interest.

CAS 372 **3 hours**
Communication for Change
A study of communication as an agent for change in various social contexts. Focuses primarily upon the skills, methods, and ethics of persuasion.

Economics Courses

ECOF 190 **3 hours**
Issues in Economics
Fundamental economic concepts are studied and applied to current issues such as unemployment, inflation, economic growth, monopoly, pollution, poverty, crime, health care costs, consumer credit, the federal budget surplus or deficit, and foreign

debt. Not for organizational, management or marketing communication majors. Meets general education civic engagement or general social science requirement. Offered spring semesters.

ECOF 201 **4 hours**
Principles of Microeconomics
An introduction to microeconomics emphasizing decision making by individual producers and consumers. Consequences of such decisions for efficiency of resource use and income distribution in a capitalistic economy are studied. Meets general education civic engagement or general social science requirement. Prerequisite: MAT 110 or 120 or 140 or 151 or 210 or 201 and 202 or SOC 355.

ECOF 202 **3 hours**
Principles of Macroeconomics
An introduction to macroeconomics emphasizing how the U.S. economy works. Topics studied include the factors determining the size of the national economy, inflation and unemployment, and fiscal and monetary policies. Prerequisite: ECOF 201.

Marketing Communication Courses

MKC 110 **3 hours**
Theory & Practice
A survey of public relations, marketing, and communication and their impact on corporations and not-for-profit organizations. Special emphasis on analyzing MKC campaigns and experiential learning.

MKC 220 **3 hours**
Writing & Production
An application of branding techniques that incorporate writing and media production in overall message dissemination.

MKC 231 **3 hours**
Principles of Marketing
A study of the many facets involved in the field of marketing. Emphasis is given to both the modern marketing system in today's international economy and to the marketing strategies of an organization. Topics include types of markets, market segmentation methods, research methods, product and service strategies, product planning, new product development, distribution channels, sales, advertising, and pricing. Special emphasis is given to applications in international service and nonprofit disciplines.

MKC 320
Marketing Research **3 hours**
A course designed to provide students with a fundamental understanding of the role and methods of marketing research as a means to enhance the marketing strategies

of any modern organization. Topics such as problem identification, proposal and research design, question and survey development, sampling methodology, data analysis and report presentation are covered in both theory and application. Prerequisites: MKC 231.

MKC 350 3 hours
Media Management.
An analysis of the historical development and impact of media on society designed to strategize and execute a marketing program.

MKC 361 3 hours
Publication Design
An exposure to layout and print production for various types of publications. Prerequisites: CAM 262.

MKC 372 3 hours
E-Communications
An exploration of electronic mediums and their impact on IMC campaigns, incorporating basic web design.

MKC 393 4 hours
Practicum
A directed field experience in a work setting to apply skills and gain insight into working relationships. Prerequisites: Approval of the Department Chai..

MKC 412 3 hours
Advertising
A study of the role of advertising in today's business environment. Students examine advertising and its influence in the marketplace. Topics include promotions management, advertising effectiveness, creative design, copy development, media selection and management, advertising agencies, and advertising research. Practical experience is gained through the development of advertising campaigns using various media. Prerequisite: MKC 231.

MKC 420 3 hours
Campaigns and Cases
A working seminar designed to incorporate marketing and public relations techniques with the holistic strategy of integrated marketing communications. Special emphasis on the planning and implementation of a IMC campaign through experiential learning.

MKC 492 4 hours
Internship
A professional, supervised internship in a work setting related to the major field of study. Prerequisites: Completion of departmental and major core courses and approval of the chair of professional communications

Mathematics

Mathematics Courses

MAT 110 **3 hours**
Finite Mathematics
A study of selected topics from set theory, matrices, systems of linear equations and inequalities, linear programming, counting and probability, statistics, and mathematics of finance. Meets general education mathematics requirement.

MAT 120 **3 hours**
Investigations in Mathematics
A course designed to engage students in relevant college-level mathematics from a problem-solving perspective. Students will experience interesting problems and real-life applications of mathematics from a variety of contexts while using appropriate technology. Emphasis will be on thinking, reasoning, and exploring patterns as well as communicating mathematical ideas. Topics will be chosen from data analysis, modeling, probability, statistics, mathematics of finance, logic, infinity, geometric applications, and fundamentals of problem solving. Meets general education mathematics requirement.

MAT 140 **3 hours**
Fundamental Calculus for Applications
An introductory study of derivatives, series, and integrals with a wide range of applications including maximum and minimum problems. Prerequisite: MAT 110 or permission of instructor. Meets general education mathematics requirement.

MAT 151 **4 hours**
Calculus with Analytic Geometry I
A study of functions, including algebraic and trigonometric functions. An introduction to the algebraic, numerical, and graphical approaches to calculus including limits, continuity, derivatives, integrals, and applications. Prerequisite: A good understanding of algebra and trigonometry. Meets general education mathematics requirement.

MAT 201 **4 hours**
Mathematics for Elementary Teachers I
First of a two-course integrated content-methods sequence for elementary teacher preparation. This course is a study of the number system through the real numbers with special reference to teaching aids, laboratory methods, pedagogy, and appropriate technology. Includes field experience lab. Open to majors in early childhood and elementary education. Eight hours of MAT 201 and 202 meets the general education mathematics requirement.

MAT 202 **4 hours**
Mathematics for Elementary Teachers II
The second of a two-course integrated content-methods sequence for elementary teacher preparation with emphasis on geometry, problem-solving, and small-group projects. Each student is responsible each week for a mathematics class in local schools, grades K-6. Includes field experience lab. Open to majors in early childhood and elementary education. Eight hours of MAT 201 and 202 meets the general education mathematics requirement.

MAT 210 **4 hours**
Introductory Statistics
A study of basic statistical methods for describing data, counting outcomes and probability, probability distributions, sampling distributions, confidence intervals, tests of hypothesis, linear regression, and correlation. Meets general education mathematics requirement.

Modern Languages

The Department of Modern Languages provides the opportunity for students to develop their communication skills in another language in order to gain linguistic, cultural, and literary understanding and to interact meaningfully with people from other cultures. The department prepares students for the future whether that means sharing their faith, conversing with a neighbor whose first language is not English, or performing a job in the professional realm.

Spanish Minor

A nonteaching minor in Spanish consists of a minimum of 17 hours above SPA 101 and 102. Course requirements include:

SPA 201 3 Intermediate Spanish I
SPA 202 3 Intermediate Spanish II
A semester through the Semester in Spain program. (15-16)
SPA 393 3 Practicum

Credit for SPA 201 and 202 may be earned through the testing for credit program that should be completed by the end of the sophomore year.

Spanish Courses

SPA 101 **4 hours**
Elementary Spanish I
The skills of listening, speaking, reading, and writing are taught in the context of daily happenings in the Spanish-speaking world. The essentials of grammar are studied. Laboratory activities are provided.

SPA 102 **4 hours**
Elementary Spanish II
See SPA 101. Prerequisite: SPA 101.

SPA 201 **3 hours**
Intermediate Spanish I
Emphasis is placed on the conversational approach with additional reading and writing.

SPA 202 **3 hours**
Intermediate Spanish II
See SPA 201. Prerequisite: SPA 202.

SPA 393 **3 hours**
Practicum

Music

The purpose of the music area is to prepare all students to value music as an important part of culture and the development of the whole person, as an essential part of their expression of faith and Christian worldview, and as a creative means to express their ideas, thoughts, and feelings.

The music area offers a program for music minors, as well as ensemble opportunities and applied lessons on all instruments regardless of program major. Ensemble participation can be for credit or no-credit.

Community School of the Arts

The Community School of the Arts (CSA) is the outreach service of the department and provides arts enrichment instruction, performance, and services to people of all ages in the home, school, and church, communities in the greater Fort Wayne region.

Music Minor

The music minor is designed to correlate with majors in other disciplines such as pastoral ministries, youth ministries, or business, and is structured to teach skills to

talented and motivated students who desire to servicse in the area of music. The student will be involved with academic course studies in music in addition to service-related music such as chapel worship leading and various campus events where music is an important contribution. The minor has two emphases possible, each involving the same core curriculum.
The music minor available for students, consists of 20-21 hours including 5-6 hours of upper division work.

Core Curriculum (11 hours):

MUS 113	3	Practical Music Theory I
MUS 114	3	Practical Music Theory II
MUS 201	1	Computers, Technology, and Music

Select three hours in applied performance from:

MUS 100	1-2	Applied Performance (plus piano)
MUS 200	1-2	Applied Performance
MUS 300	1-2	Applied Performance
MUS 400	1-2	Applied Performance

One hour of music ensemble. A second hour of music ensemble can be used for Participation in the Arts general education credit.

Select an emphasis:

Music Ministry:

MUS 350	3	Music in the Church
MUS 361	2	Conducting I (Choral)
MUS 393	4	Practicum taken concurrently with MUS 350
PMI 111	3	Christian Worship

Recording Emphasis:

MUS 292	3	Intro. To Electronic Music
MUS 353	2	Recording Techniques
MUS 393	4	Practicum

The minor GPA is calculated using the university standard.

Music Ensembles

All college students are invited to participate in the various musical organizations. Students are encouraged to structure their schedules so that ensembles may be taken for credit. Participation in the Arts general education credit may be obtained by participation in an ensemble. Auditions are held for freshmen and transfer students during the days of orientation at the beginning of the semester. For those students previously enrolled at Taylor University, auditions are arranged through the individual ensemble conductors.

Music Courses

Music Ensemble Courses

MUS 210CE **1 hour**
Choral Ensemble
The Choral Ensemble is a mixed choral ensemble open to all students. It performs a variety of choral literature from historic periods and presents concerts in chapels and concerts on campus, on its own in addition to appearances with the Contemporary Praise Ensemble listed below. Audition required.

MUS 210PC **1 hour**
Fort Wayne Philharmonic Chorus
Through special arrangement with The Fort Wayne Philharmonic. Schedule of performances and certain fees may extend beyond university schedules. Audition and transportation required.

MUS 310CE **1 hour**
Choral Ensemble
See MUS 210CE.

MUS 310PC **1 hour**
Fort Wayne Philharmonic Chorus
See MUS 210PC.

Applied Music

Private lessons are available to all students. Music minors taking applied music for the first time register for the 100 level. (Exceptions for transfer students are determined by an examination.) Advancement from one level to another is on the basis of proficiency, examination, or consent of the department. The course numbers represent lower- and upper-division credits. Normally freshmen and sophomores register for the 100-200 level and juniors and seniors register for the 300-400 level. Students not minoring in music may enroll for applied lessons as described above.

For those students desiring to study privately in voice, keyboard, or instrumental areas, auditions are set up through the music office by the first week of each semester. See the music secretary for further details about registration and lesson fee information.

Private music lessons may be taken for one to two credit hours. This credit may meet the Participation in the Arts general education requirement. Additional fees are required for private lessons and applied classes.

MUS 100 **1-2 hours**
Applied Performance
Learning practice methods, building good techniques, acquiring sufficient repertoire, gaining a broad knowledge of literature and composers, and achieving performance skills. May be taken a maximum of four semesters, a minimum of one semester.

MUS 200 **1-2 hours**
Applied Performance
See MUS 100.

MUS 300 **1-2 hours**
Applied Performance
See MUS 100.

MUS 400 **1-2 hours**
Applied Performance
See MUS 100.

Music Courses

MUS 111V 1 hour
Voice Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

MUS 111P **1 hour**
Piano Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

MUS 111G **1 hour**
Guitar Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

MUS 111EK **1 hour**
Electronic Keyboard Class
Applied class instruction for students with little or no previous training. Development of techniques with repertoire appropriate to the elementary level. Admission to any applied class requires the approval of the instructor.

MUS 112V **1 hour**
Voice Class
See MUS 111V. Admission to any applied class requires the approval of the instructor.

MUS 112P **1 hour**
Piano Class
See MUS 111P. Admission to any applied class requires the approval of the instructor.

MUS 112G **1 hour**
Guitar Class
See MUS 111G. Admission to any applied class requires the approval of the instructor.

MUS 112EK **1 hour**
Electronic Keyboard Class
See MUS 111EK. Admission to any applied class requires the approval of the instructor.

MUS 113 **3 hours**
Practical Music Theory I
A review of the essentials of music theory including rhythm, intervals, scales, key signatures, circle of 5ths, triads, figured bass, and diatonic functions of chords. Introduction to part writing, counterpoint, and melodic construction. Class instructions as well as computer lab work. Prerequisite: Pass the Music Theory Placement Exam.

MUS 114 **3 hours**
Practical Music Theory II
Continuation of MUS 113, study of the structural elements of tonal music: melody and counterpoint, 4 part writing, harmonic progression, chord inversions, cadences, nonharmonic tones, seventh chords, and diatonic modulation. Concepts learned through analytical and keyboard application. Prerequisite: MUS 126 or placement testing.

MUS 170 **1-4 hours**
Selected Topics

MUS 201 **1 hour**
Computers, Technology, and Music
This is a preliminary-level instructional course designed to train the music major in the knowledge and applications of computer and MIDI systems as used in the music profession. Emphasis is placed on acquiring basic knowledge and skills in MIDI and hardware systems, synthesizer performance, sequencing, and desktop publishing. Dominant use is on Macintosh systems. Basic keyboard skills are essential. This course along with the two hour CIS 104 or 106 course meets the

computer literacy requirement. Includes a supervised lab each week. Prerequisites: MUS 120, or permission of the instructor. Offered every spring.

MUS 292 3 hours
Introduction to Electronic Music
An introduction to the aesthetics and types of electronic music. Emphasis is placed on working with synthesizers, tape recorders, computers, sequencers, signal processors, and splicers with the objective of creating an electronic composition as a final project. Outside reading on the subject is required as an adjunct part of the course. Prerequisite: MUS 201. Offered in Spring semester on every other year cycle - 2006.

MUS 301 3 hours
Music in the Elementary Classroom
This course consists of three components: (1) an overview of the basics of music (rhythm, melody, harmony, form, tone color); (2) an introduction to musical skills (singing, playing a recorder, guitar, autoharp, conducting, rhythm band instruments); and (3) methods and materials for teaching music (especially those related to the Kodaly and Orff methodologies). Offered every fall.

MUS 350 3 hours
Music and the Church
A study of the organization, administration, and operation of the church music program. Areas of study include the multiple church choir program (preschool - grade 9), handbells, instruments, adult choirs, rehearsal techniques, vocal pedagogy, worship planning, song leading, and hymnody. Offered spring on every other year cycle – 2006.

MUS 353 2 hours
Recording Techniques
The acquiring of knowledge, the development of concepts, and the application of skills necessary for the operation of equipment and the running of recording sessions in the recording studio and the preparation of the recording master for production. Prerequisites: MUS 292 or by permission of the instructor. Offered fall on every other year cycle – 2006.

MUS 361 2 hours
Conducting I
An introduction to the psychological, technical, and musical elements of conducting. Study of musical scores of choral literature is also stressed. Offered fall on every other year cycle – 2005.

MUS 370 1-4 hours
Selected Topics

MUS 393 1-4 hours
Practicum

Off-Campus/International Studies Programs

Campus Program Coordinator, Roger Ringenberg

One of Taylor University's objectives is to prepare students for a variety of professions on a foundation of appropriate academic experiences, cultural breadth, and Christian perspectives. In order to keep within its mission, Taylor University offers many opportunities for students to earn undergraduate credit for a semester, January interterm, or summer in an environment of total academic and cultural immersion.

Off-campus study programs challenge values and stimulate critical thinking, whether they take place in the United States or abroad. Many students return home from their off-campus experience with new perspectives, new questions, and a deeper hunger to learn more about their own society. For additional information, refer to the Off-Campus Study Program guide, available in the Office of Academic Affairs, or go to www.taylor.edu/academics/ocp/.

Students interested in participating in any of these programs should consult with the coordinator of off-campus programs, whose office is located on the Taylor University Upland campus. As a general rule, the application process is limited to students who have completed their freshmen year; transfer students must complete one semester at Taylor prior to applying to an off-campus program. All courses taken through off-campus programs must be taken for a grade, and may not be audited or taken pass-fail. Transfer credit only is given for Daystar University, Hong Kong Baptist University, Huron University USA in London, Oregon Extension, Orvieto Semester, and semesters spent at Consortium schools. Students must earn a C- or above in order for transfer credit to be accepted. Applicability of credits earned while participating on an off-campus program to major, minor, general education, or general elective degree requirements are determined in advance (usually after Taylor University approval and acceptance by the program) in coordination with the appropriate department(s).

Since most off-campus programs are independent organizations or universities not operated by Taylor University, students should understand that not every course will fulfill a Taylor requirement, and due to international registration procedures some students may not receive every class for which they register. Upon their return, students are responsible for any graduation requirements missed during their time overseas/off-campus.

Acceptance to semester off-campus study programs is two-fold. It requires: 1) Taylor University approval and 2) Program approval. In order to participate in any semester off-campus program, students must obtain approval from the faculty/campus liaison, their advisor, the Office of Student Affairs, the Controller's Office, the Office of Off-Campus Programs/Academic Affairs, and the registrar.

Billing for off-campus programs is facilitated through the student account of Taylor University based on the formula of: Taylor University tuition (or the program's, if higher); an off-campus study program fee; applicable on-campus fees; plus the program's room, board, and other fees. If not included, in whole or in part, in the program's fees, travel to/from the off-campus study program is the responsibility of the student. Taylor University institutional aid can be applied toward one semester of an off-campus study program.

Students approved and accepted to off-campus study programs attend several pre-departure orientation sessions in the semester prior to program participation. Topics covered include on-campus logistics (registration, housing, etc.), health and safety, cultural adjustment, and growing your faith.

Academic Program in France

The department of modern languages participates in the Academic Year Abroad program of Bowling Green State University. Through this participation, students have the opportunity to earn up to 18 hours of credit while studying for a semester in France. The program provides study in Paris in September, followed by study at the highly respected Institut de Touraine in Tours, France. Students live with carefully selected French families while in Tours.

FRE 300 **12-18 hours**
Study in France
A language study experience for students participating in Taylor University's consortium agreement with Bowling Green State University's Academic Program in France. Course content varies depending upon the student's level of proficiency in French. Applicability to a major or minor other than French must be determined in advance by a petition submitted to the department.

American Studies Program

The American Studies Program (ASP), located in Washington, DC, is sponsored by the Council for Christian Colleges and Universities. ASP is an intensive fall or spring semester, blending seminars and hands-on internships. Combining theory with practice, each of the three seminar classes focuses on specific domestic and international policy topics.

Creative internships are individually arranged to be pre-career work experiences to accommodate diverse majors or areas of interest. Sixteen hours of credit are earned through this interdisciplinary program that is designed for juniors and seniors.

ASP 305 **2 hours**
American Studies Foundations Unit
The purpose of this unit is to explore and understand the theological and cultural issues foundational to the curriculum at the American Studies Program. A major concern explored is how the responsibility for knowledge relates to living faithfully as Christians in our society. Meets the general education civic engagement requirement.

ASP 315 **3 hours**
Topics in Domestic Policy
This course examines how questions of justice relate to the issues surrounding contemporary domestic public policy issues. While using the unique array of primary sources available in the capital city, the competing societal priorities (values) and political perspectives (government's role) held by advocates of differing perspectives are examined. A variety of evangelical views are also studied, and students begin to formulate views about the proper priorities and perspectives required for a more just society.

ASP 320 **3 hours**
Topics in International Policy
This course focuses on a major topic in international policy and introduces students to Washington's international community. Through case study research, students are challenged to develop a biblical perspective on foreign policy. The unit typically emphasizes ways of dealing with conflict and the biblical idea of shalom in the role of governments and of the church in the world.

ASP 390 **4 hours**
Internship I
The American Studies Program internship is a service learning opportunity involving both action and reflection. The purpose of the course is to provide students opportunities to serve in the marketplace and to reflect on that service to deepen faith, facilitate learning, and know more fully how God is calling them to his kingdom work. Taken in conjunction with ASP 393.

ASP 393 **4 hours**
Internship II
The American Studies Program internship is a service learning opportunity involving both action and reflection. The purpose of the course is to provide students opportunities to serve in the marketplace and to reflect on that service to deepen faith, facilitate learning, and know more fully how God is calling them to his kingdom work. Taken in conjunction with ASP 390.

AuSable Institute of Environmental Studies

Taylor's division of natural sciences is affiliated with the AuSable Trails Institute of Environmental Studies in Mancelona, Michigan. Taylor students may take summer courses for credit at AuSable and may also complete requirements for certification as naturalists, environmental analysts, or land or water resources analysts.

Australia Studies Centre

The Australia Studies Centre (ASC) is a partner program through the Council for Christian Colleges and Universities. ASC students are encouraged to think through their role as kingdom builders in a Western world that is increasingly secular, both intellectually and culturally. Students are further challenged to grapple with the meaning of being salt and light in the culture-shaping arena of the professional performing artist. Students engage in courses and chapel at Wesley Institute, regularly participate in a service project in conjunction with Wesley Mission, travel throughout Australia to parks and population centers that influence public discourse in the country, and reside in the Drummoyne area, near Sydney's harbor.

ASC 370 **15-16 hours**
Australia Studies Centre
The Australia Studies Centre is designed to integrate the firsthand observation and study of Australian culture, history, religion, and politics together with experiential service learning and formal instruction in the arts. The program is comprised of one seminar course designed especially for ASC students and 3 or 4 elective courses chosen from Wesley Institute's list of courses. Students may earn up to 16 credit hours; actual courses and grades are attributed to the Taylor University transcript in place of ASC 370 when the student's official program transcript is received by Taylor University.

China Studies Program

Students are offered an opportunity to discover the richness of China through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The China Studies Program (CSP) encourages students to wrestle with the critical issues facing China in the light of biblical truth. Students explore the complex past of one of the world's oldest cultures; experience the economic, political, and social realities of contemporary China; and study China's challenges as a rapidly emerging world power. Students live in the beautiful seaside port of Xiamen, and the curriculum incorporates travel and visits to well-known sites throughout the country, such as Beijing, Fujian, Shanghai, Xi'an, and Hong Kong.

CSP 100 **3 hours**
Chinese I
This course in introductory Chinese focuses on acquiring survival fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China.

CSP 101 **2 hours**
Chinese I
This course focuses on acquiring survival fluency in spoken and written Mandarin Chinese, the national language of China. This 2 credit hour version of Chinese I is available only to declared CSP Business Concentration students.

CSP 102 2 hours
Chinese II
This course focuses on acquiring low-intermediate fluency in spoken and written Chinese. The emphasis is on the spoken form of Mandarin Chinese, the national language of China. There will also be lectures on Chinese dialects, simplified v. traditional characters and word radicals. Enrollment limited to declared China Studies Concentration students.

CSP 310 **3 hours**
Chinese History
This seminar course covers the history of China from its earliest beginnings up to the present. In addition to reading the course text, each student will read and make a class presentation on a book that goes into more detail about a major person, event, or aspect of Chinese history and culture.

CSP 314 **3 hours**
Intercultural Communication
This course covers issues intended to help students understand and adjust to Chinese culture. Topics include culture and basic values, culture shock, individualism and collectivism, contextualization, and multi-culturalism. Each student will write case studies based on personal experiences in China.

CSP 315 **3 hours**
Eastern Philosophy and Religions
This seminar course introduces the basic teachings, history, and development of Confucianism, Taoism, Buddhism, and folk religion, as well as their role in China today. The course will examine topics from a Christian perspective, seeing to what extent they are compatible with Christian doctrine. Field trips to relevant sites will occur throughout the program.

CSP 316 **3 hours**
Contemporary Society: Public Policy & Economic Development
This course covers two key interrelated aspects of modern China: government policy and economic development. Public policy covers the structure of the Chinese government, legal system, and issues such as ethnic minorities, family planning, and education. Economic development covers the government policies from 1949 to present, from the commune system to the current mark-oriented reforms. Other topics include foreign investment, pollution and the environment, and the World Trade Organization.

CSP 320 **1 hour**
Chinese Art
Students will learn from Chinese artists the basics of Chinese water-based brushwork, painting traditional pictures of bamboo, flowers, etc.

CSP 321 **1 hour**
Tai Chi
This course emphasizes traditional Chinese forms of stylized self-defense, which tones the body and concentrates the mind.

CSP 355 **3 hours**
International Business in China
Current issues, such as fair and ethical business practices and the factors involved in out-sourcing jobs to China, are presented by Christians who have done business in China for years. Students will be introduced to expectations in dealing with business in China and how to meet with business leaders in Shanghai. The overall goal is for students to understand the personal costs involved in approaching business overseas--not simply as an investment, but as a calling. Offered to CSP Business Concentration students.

CSP 390 **3 hours**
China Business Internship

Christian College Consortium

The Christian College Consortium's Student Visitor Program is designed to enrich the participant's educational experience by making the resources of other Consortium colleges available as part of the undergraduate program. Through the Student Visitor Program, one semester or its equivalent can be spent on one of thirteen Consortium campuses without completing lengthy enrollment forms. Credits are transferable to Taylor. Consortium Colleges include: Asbury College, Bethel University, George Fox University, Gordon College, Greenville College, Houghton College, Malone College, Messiah College, Seattle Pacific University, Trinity International University, Westmont College, and Wheaton College.

Contemporary Music Center

This Council for Christian Colleges and Universities off-campus study program provides a curriculum and community designed to speak to the heads, hearts, and souls of young musicians and aspiring music executives. In addition to seminars, lectures, and practicums, great attention is given to the actual creation and marketing of original music. Students select courses from an artist or executive track and earn 16 hours of elective credit. Offered fall and spring semesters.

CMC 310 **3 hours**
Studio Recording
Artists, via both the classroom and lab, will work with faculty, other students, and visiting experts to learn how to produce, record, mix, and edit recordings in a professional multi-track studio.

CMC 311 **3 hours**
Inside the Music Industry
Through readings, lectures, and seminars delivered by leading industry figures, the course will give up-to-the-minute insight into the inner workings of the music industry. Emphasis will be given to career possibilities and the gifts and skills required to succeed in each of the major areas. Students will gain an understanding of the structure and methodologies of a typical U.S. record company.

CMC 312 **3 hours**
Performance
In consultation with staff and executive track students, artists will develop a live concert presentation that best utilizes their gifts as musicians, entertainers, and communicators. Both informal and public performances will be presented throughout the semester.

CMC 313 **3 hours**
Essentials of Songwriting
Artists will receive classroom instruction, participate in directed study with staff, and work in collaboration with other students to develop their use of form, melody, harmony, rhythm, and lyric. Emphasis will be placed on the song as the vehicle for the artist's creative exploration and public communication.

CMC 314 **3 hours**
Artist Management
Through lecture, text, and visiting music industry experts, executive track students will gain an understanding of the economic, creative, and spiritual elements critical to a career in contemporary music. Students identify their gifts and develop a long-term career plan. Students prepare materials necessary to pitch an artist to a record company, and negotiate a mock recording contract.

CMC 315 **3 hours**
Artists and Repertoire
Executive track students will learn how to create a label business plan; analyze and forecast trends in popular music; assemble a successful artist roster; and, in tandem with the artists, plan, budget, and produce recording sessions.

CMC 316 **3 hours**
Music Marketing and Sales
Through classroom instruction and presentations by visiting industry experts, executive track students will become familiar with the role of packaging, retail

point-of-purchase materials, publicity, advertising, radio and video promotion, Internet marketing, and tour support in the marketing and sale of recorded music. Students will develop comprehensive marketing plans for each semester's artist recordings.

CMC 320 **3 hours**
Faith, Music, and Culture
The purpose of this course is to help students develop a Christian approach to the creation, marketing, and consumption of contemporary music. While engaging in studies of theory, history and criticism, students explore the concept of culture and the nature of popular culture. Students examine popular art and music in contemporary aesthetic, social, cultural, and industrial contexts, and explore the issues involved in relating faith and worldview to the production and criticism of commercial music.

CMC 393 **1 hour**
Practicum
An intensive ten-day practicum in a major music market.

Daystar University

Daystar University, a Christian College Consortium program, allows selected second semester sophomore or junior students to spend a fall or spring semester studying at the Athi River campus located outside Nairobi, Kenya. Participants attend classes with more than 1,200 African students who are studying for the bachelor of arts degree. Up to 17 hours of academic credit may be transferred while immersed in the radically different culture of East Africa. All instruction is given in English and is offered by a faculty of African nationals.

Focus on the Family Institute

Focus on the Family Institute, under the auspices of Focus on the Family in Colorado Springs, provides a unique values-oriented, biblically based education program in which students examine critical family issues. The curriculum is composed of four core courses, a practicum experience in one of the various departments at Focus, and an integrative research project. This semester studies program crosses academic and professional disciplines. Interaction with various national and international leaders and experts is also provided.

FFI 393 **3 hours**
Focus on the Family Practicum

FFI 426 **3 hours**
Christian Worldview Studies fulfills general education requirement PHI 413 Contemporary Christian Belief.
This course is designed to help students look more deeply at their own faith, the ideas around them, and their culture. Students more fully develop their own bibilically based Christian worldview, and learn what other players are at the

cultural table vying for people's minds and hearts. Students learn how they may counter those forces. Offered through Focus on the Family Institute; participation by permission only.

FFI 427 **3 hours**
Family, Church and Society Studies
Students will be challenged to pursue a life of personal and social transformation. As students engage a number of our culture's most pressing social issues, including a pro-life outreach on a local university campus, students will gain both the knowledge and experience that provides the confidence and motivation to make a radical difference in our world. Offered through Focus on the Family Institute; participation by permission only.

FFI 453 **3 hours**
Marriage Studies
This course explores four essentials for building a lasting marriage: understanding God's design, recognizing the difficulties, building connection, and preparing responsibly, so that students will be deeply motivated and practically equipped to build a marriage that lasts a lifetime. Students study the biblical principles, read current authors, work practical exercises, and write a personal philosophy/preparation plan. Offered through Focus on the Family Institute; participation by permission only.

FFI 454 **3 hours**
Family Life Studies
This course practically guides our students through the land mines that attack the modern family, such as abortion, homosexuality, pornography, eating disorders, dating and relationships. While the meat of the course discusses parenting issues, this class is not simply a study in child development. Students learn how their own family of origin affects their future ability to parent while confronting their own brokenness along the way. Offered through Focus on the Family Institute; participation by permission only.

HEART Program

The HEART Program is offered during January interterm for those desiring to serve in developing third world countries. Students live and learn in a simulated third world village. Emphasis is on technical skill learning in agriculture (animals and horticulture), appropriate technology, cross-cultural communication/community development, nutrition/food preparation, and primary health care. Students receive three hours of Taylor credit for this program, which takes place at the Heart Institute in Lake Wales, Florida.

Hong Kong Baptist University

A consortium agreement with Hong Kong Baptist University (HKBU) allows junior and senior students at Taylor University an opportunity to spend a fall or spring semester studying at HKBU, the only Christian university in the People's Republic

of China. While living in campus dormitories with Chinese students, participants can earn from 12 to 17 hours of transferable course credit in classes taught in English. Premier programs include business, music, journalism, physical science, social sciences, English-Chinese translation, and the humanities.

Huron University USA in London

Junior and senior business majors have the opportunity to study and gain international internship experience in London through a consortium agreement with Huron University USA in London (Huron). Campus facilities, classrooms, offices, and halls of residence are located in South Kensington, London. Students earn 12-17 hours of transferable course credit via traditional American-style classes, British-style tutorials, and an internship (required). Students enroll in the one credit hour independent study course Christianity in a Cross-Cultural Setting for Taylor credit while attending Huron.

International Business Study Tour

The business department on the Upland campus sponsors this business study tour during January interterm or in the summer. Students visit various international sites and use these locations as their classroom to study trade, economics, and other business topics.

ITB 381 **3-4 hours**
International Business Tour
A study tour of selected international locations to focus on regional trade, economics, and other business topics. Issues of cultural differences, conflicts, compromises, and international cooperation are examined. Throughout, the cultural dimension of international business dealings is emphasized. Prerequisites: MKC 231, ECOF 202 or 190, sophomore standing within a business division major/minor. Offered January interterm.

Irish Studies Program

The Irish Studies Program of Taylor University is designed to help college students expand cultural and spiritual awareness by studying and experiencing the history and culture of Ireland. With an emphasis on the integration of faith, learning, and living, the Program seeks to develop an understanding of Ireland and its people through curricular and co-curricular activities. Students earn 16-17 hours of credit. The Program is located in the quiet seaside town of Greystones in County Wicklow, Ireland. Just 20 miles south of Ireland's capital, Dublin, Greystones provides students with a safe and pleasant community, including a harbor, beach, and cliff walks.

ISP 200 **1 hour**
Hill Climbing
This course is designed to introduce students to a variety of basic techniques and principles necessary for a safe and enjoyable hiking experience, as well as promote lifelong activity that aids in developing a healthy lifestyle. Particular areas of

content include gear selection, basic land navigation skills, hiking technique, trip planning, Leave No Trace ethic, and first aid. Students complete a variety of reading assignments as well as keep a journal of their hiking experiences. Part of the Irish Studies Program. Meets PHP200x requirement for general education.

ISP 220 **3-4 hours**
Contemporary Ireland
This course entails an investigation into the theory and application of contemporary Irish society. It includes a study of the geographic, social, cultural, political, artistic, and religious aspects of Ireland. Attention will also be paid to an understanding of historical conflict and reconciliation, especially as it is currently being played out in Northern Ireland, and its effects on the people in the Republic. Exploration of these topics occurs through involvement with Irish people, engagement in cultural activities, studying the history, culture, geography, and literature of Ireland, conversations with one another, and personal journaling. Part of the Irish Studies Program. Meets a social science-civic engagement requirement for general education.

ISP 225 **3 hours**
History of Ireland
This course deals with the different people who became permanent settlers in Ireland over the centuries and the contribution that each has made to the development of an Irish society and economy, as well as a distinctive Irish artistic and political life. The early lectures consider the Celts, the Vikings, and the Anglo-Normans, but the principal focus is on the modern centuries, with a detailed treatment of English and Scottish Protestant settlements in Ireland and the interaction of these settlers and their descendants with the Catholic population. Special attention is given to the major conflicts that occurred, especially those of 1642-52, the 1790s, and the current conflict in Northern Ireland. Finally, consideration is given to the Anglo-Irish War of Independence and the Irish Civil War. Part of the Irish Studies Program. Meets history requirement for general education. History majors who have already fulfilled the general education requirement may take the course for upper division credit, with approval of the professor.

ISP 230 **3-4 hours**
Irish Literature
This course concentrates upon literature written by Irish writers within Irish contexts and landscapes—intellectual and emotional when not physical. Assignments exploit unique opportunities available while studying in Ireland itself, adjacent to England. More complicated is the colonial influence upon Ireland, the island's currently divided space, "the troubles," and the connection between high art and popular expression. Thus, a focus of the course will be how the search for a literary voice not only parallels, but indeed facilitates the search for a national Irish identity. Acknowledging writers' interest in Gaelic language and culture, students read works in English. Noting the role of musical performances in pubs and the rhetoric of the public sphere, the course concentrates upon fiction, poetry, and

drama. Part of the Irish Studies Program. Meets literature requirement for general education. English majors who have already fulfilled the general education requirement may take the course for upper division credit, with approval of the professor.

ISP 250 **1 hour**
Participation in the Arts
This course introduces the student to part of the Irish cultural heritage through dance and music. Students learn the basics of Irish dancing and playing the bodhran drum. Meets participation in the arts requirement for general education.

ISP 320 **2 hours**
Living Cross Culturally
This course helps students reflect on their values, attitudes, and behaviors and those of their home culture in comparison to the Irish culture. Students are encouraged to develop understanding of and adaptation to a different culture, as well as empathize with persons from that culture. Personal development through this process is emphasized. Meets cross-cultural requirement for general education.

ISP 325 **3 hours**
History of Ireland
See ISP 225.

ISP 330 **3-4 hours**
Irish Literature
See ISP 230.

ISP 355 **3 hours**
Celtic Christianity
A survey of Christian belief as developed during the history of the church, with a special focus on Medieval Christianity in Ireland. Part of the Irish Studies Program. May substitute for REL 313 as a general education requirement.

Israel/Greece Study Tour

The department of biblical studies on the Upland campus sponsors a three-week trip to Israel and Greece during January interterm. The trip focuses on biblical developments of the Old and New Testament eras. Special emphasis is placed on the archaeology of Jerusalem, Jesus' ministry in Galilee, and the life and journeys of the apostle Paul. Students visit key sites in both Israel and Greece.

BIB 103 **3 hours**
Introduction to Holy Land Studies
A study of the biblical background and contemporary significance of Israel. Taught in Israel during January. This course may count for either BIB 110 or 210, a departmental elective, or cross-cultural requirement. Offered January interterm.

Jerusalem University College

The department of biblical studies on the Upland campus offers an opportunity for fall or spring semester studies at Jerusalem University College (JUC) in Israel. A choice of several course offerings is available. Students have the opportunity to study Scripture in context, view biblical sites, understand the Arab-Israeli conflict, and experience modern and ancient cultures. This program provides a basic understanding of the land and people of the Bible and of the Middle East. Availability of the program in fall and spring semesters is dependent upon review of current political conditions.

JUC 300 **12-17 hours**
Holy Land Studies/Israel
Students enrolling in this semester-long program in Bible, geography, history, and archaeology will receive 12-17 hours of Taylor credit, to be identified on the basis of courses selected when they enroll. Applicability toward the major, general education, and cross-cultural requirements must be determined in advance by petition or course selection.

Latin American Studies Program

This semester program based in San José, Costa Rica, is offered through the Council for Christian Colleges and Universities. In addition to the standard program of language and seminars (both semesters), the Latin American Studies Program (LAS) offers three tracks, including international business (fall semester), environmental science and sustainable development (spring semester), and advanced language and literature (both semesters). All students study the Spanish language and become immersed in the rich culture and history of the Latin American people. Students reside in the homes of Costa Rican families, engage in a service project, and travel within Central America.

Core Courses
LAS 300 **6 hours**
Latin American Studies Spanish Language Study
Students participating in the Latin American Studies Program study grammar, conversation, and literature in a Spanish class that is determined by the student's level of proficiency.

LAS 315 **3 hours**
Latin American History, Contemporary Issues, and Perspectives
This seminar introduces the social, historical, political, economic, philosophical, and theological currents that constitute Latin American society and culture. The course includes personal discussions with Latinos and field trips to various sites. This seminar is designed to introduce students to the: 1) historical development of Latin America, including selected case
studies, 2) variety of analytical perspectives from which the Latin American reality is explained and understood, 3) character, past and present, of the U.S. policy in the region, and 4) nature and influence of the economic reality in the region.

LAS 318 **1 hour**
Travel Practicum

The LASP group travels to several countries in Central America during the semester. The travel practicum component is not a vacation trip; it is an integral part of the learning process. Among other assignments, students will be required to attend conferences and maintain a journal of ideas and perceptions developed throughout the trips.

Advanced Language and Literature Concentration
This concentration focuses on the social, cultural, political, economic, and religious issues of Latin America in the target language. Students examine how Latin Americans view their neighbors to the north and around the world through conversations, conferences, and related literature. This concentration is designed to: 1) expand students' Spanish language skills through a seminar taught exclusively in Spanish, a practicum with a Latin American organization, and the daily use of Spanish while living with a Costa Rican host family, 2) examine Latin America through its literature, using it as a means to examine society and culture, 3) meet and interact with prominent literary figures in the region, 4) take part in work/service opportunities, and 5) attend local theatrical and film productions.

LAS 350 **3 hours**
Language and Literature Seminar

LAS 355 **3 hours**
Language and Literature Service Opportunity

Environmental Science and Sustainable Development Concentration
Participants in this concentration explore the natural sciences in a tropical setting and study their influence on the process of sustainability. Students are immersed in a variety of ecosystems: dry forests, lowland rain forests, mountain cloud forests, volcanic regions, and beautiful reefs. Costa Rica serves as a natural laboratory. Students of the Environmental Science Concentration will: 1) aid in longitudinal research projects ranging from ecology to ecotourism, 2) examine sustainable development and management of Costa Rica's protected natural areas, 3) investigate the general ecology of several tropical biomes, including highland cloud forests, mangrove forests, coral reefs, lowland rain forests, and dry forests, and 4) study from the perspective of an informed Christian steward of the creation.

LAS 340 **4 hours**
Science Seminar

LAS 345 **2 hours**
Field Research

International Business: Management and Marketing Concentration
Business concentration students spend an intense five weeks addressing the fundamentals and application of international business. Business concentration students are exposed firsthand to the political, social, and economic realities of Latin America and must constantly answer the question: "What should the role of a Christian person be in the face of these realities?" Throughout this concentration, students will: 1) meet Latin American business and government leaders, 2) visit plantations, cooperatives, maquilas, and the Bolsa de Valores (the Costa Rican stock exchange), and 3) be part of a hands-on case study project.

LAS 330 **3 hours**
Business Seminar

LAS 335 **3 hours**
ITB Case Study

Latin American Studies Concentration
This concentration is interdisciplinary by design. Students are challenged in a seminar that includes diverse perspectives, broad readings, and group presentations that respond to scenarios drawn from the contemporary scene. Participants also gain valuable first-hand experiences in related service opportunities. In recent semesters, these have been organized in neighboring countries throughout Latin America. Entitled "Uniting Faith and Practice in Latin America," the concentration is designed to: 1) introduce students to several perspectives on faith and practice in the context of Latin America, 2) consider the historical development and current character of multiple religious perspectives in Latin America (Protestant, Catholic, Maya, etc.) and the major issues the Christian church now confronts (including liberation theologies), 3) help students gain an understanding of the approaches to Third World development and the associated policies, especially those of parachurch agencies, and 4) challenge students to reflect biblically on the above-mentioned faith perspectives and development theories in order to more fully develop their own Christian approaches to the dilemmas of Latin America. Course content is adapted to changes in Latin American society.

LAS 320 **3 hours**
Latin American Studies Seminar

LAS 325 **3 hours**
LAS Service Opportunity

Lighthouse Trips

Lighthouse is a ministry of Taylor World Outreach. Lighthouse teams go to different parts of the world to share the light of the gospel, the redemptive love of Jesus Christ, with a world in need. The teams are recruited in the spring for ministry projects that take place the following January. Students must take a required one-credit-hour course in cross-cultural ministry during the fall semester followed by the

trip in January, earning three cross-cultural credit hours. The ministries include evangelistic outreach through the performing arts, work and service projects, practical missionary training, and missions surveys, and are designed to optimize the cross-cultural, interpersonal, and ministry aspects of the international experience.

IAS 120 **1 hour**
Introduction to International Ministry
An overview of cross-cultural mission, of American cultural distinctives, and of host nations' cultural distinctives is presented. The class is offered each fall in preparation for participating in cross-cultural ministry during January interterm. Grade only.

IAS 320 **3 hours**
Cross-Cultural Outreach
IAS 120 or permission of the instructor is required for this month-long experience of ministry that meets the general education cross-cultural requirement. Additional practicums may be selected in philosophy/religion, Christian education, social work, elementary education, or music during the field experience. Offered January interterm.

Literary London

A study of literature and culture is offered in England annually by the English department during January interterm. Students may receive credit in general education, literature, or cross-cultural studies. The group focuses its activities in central London with field trips to surrounding areas such as Stratford-upon-Avon, Canterbury, Oxford, Dover, and Salisbury. Students are encouraged to attend plays and musicals and to participate in British life.

ENG 233 **3 hours**
Literary London
A study-tour conducted each January in England, combining study of selected major British authors with extensive sightseeing in London and surrounding counties. Enrollment with permission of instructor. Offered January interterm.

Lithuania Christian College

Lithuania Christian College (LCC), located in the beautiful port city of Klaipeda, and Taylor University have developed a one-semester (either spring or fall) study-abroad program. The program allows Taylor students to enroll in twelve to seventeen hours of university courses, including subjects in English, Christian studies, business, history, German, psychology, philosophy, and counseling.

LCC 370 **12-17 hours**
Study in Lithuania
This semester program offers a variety of courses taught in English. Applicability toward major, general education, and cross-cultural requirements must be

determined in advance of course selection. Permission by program director is required.

Los Angeles Film Studies Center

The Los Angeles Film Studies Center (LAFSC), located adjacent to Burbank, California, provides a values-based education for skills acquisition and on-the-job training for students interested in the various aspects of the film industry. Serving as a fall or spring semester extension campus for the Council for Christian Colleges and Universities member colleges, the LAFSC incorporates a semester-study program with internship experiences to equip students to be positive Christian presences in the film industry. Students take three courses: FSC 305, 330, and 492. Students then choose one elective course from FSC 325, 312, and 360. Applicability to a major must be determined in advance by the department.

FSC 305 3 hours
Hollywood Production Workshop
Students work collaboratively in groups to create a festival-ready piece, including all the legal documentation and rights to enable the finished production to qualify for festival submission. The course offers students the opportunity to make a motion picture production using Hollywood locations, resources, and protocol. All students participate in at least one key role in the production process. Designed to meet the needs of both novice and experienced students, this course is taught by professional, experienced Christian filmmakers with credits in the Hollywood industry.

FSC 312 3 hours
Screenwriting
An introduction to contemporary screenwriting, including an understanding of dramatic structure, character and dialog development, and the writing process. Students complete a full-length screenplay for a feature film or "movie-of-the-week." Emphasis is given to the role of Christian faith and values as they relate to script content.

FSC 325 3 hours
Motion Picture Production
This is an intense, hands-on course in short film production. Students individually write, shoot, direct, and edit their own projects. Visual storytelling is achieved through developing skills in directing, cinematography, and editing. The course is designed to enable both novice and advanced students to develop their integration of story with technical skill.

FSC 330 4 hours
Theology in Hollywood
This course encourages the development of the necessary skills for analysis of the culture of Hollywood, its role in popular culture, and the theological intersections therein. The course seeks theological engagement with the culture of Hollywood

and cinema by investigating some of the social, ethical, and psychological implications of film upon theology.

FSC 360 **3 hours**
Independent Study
This course may be set up by special request and arrangement. In order to be considered, students may submit a portfolio and a project proposal. Students with approved projects will be appointed a mentor who is a professional in the Hollywood industry to supervise the project. The number of independent studies offered each semester will be determined by LAFSC faculty, the availability of a suitable mentor, and approval from the home school's film/communications department head.

FSC 492 **6 hours**
Internship
A nonpaying internship in some aspect of the Hollywood entertainment industry, which provides students real-life exposure to the business.

Los Angeles Term

A consortium agreement with Azusa Pacific University allows Taylor University students to participate in this fall or spring semester program. Azusa Pacific University's LA Term is a residential study and service semester in the heart of Los Angeles. It aims to equip undergraduate students to live out their faith and values in postmodern urban culture. Dependent on public transportation during the semester, students live with homestay families in Los Angeles, do an internship at a local community or government organization, and take classes at the LA Regional Center in Koreatown.

LAT 315 **3 hours**
Urban Explorations
This course connects students with the urban processes, peoples, problems, and prospects of greater Los Angeles. The aim is to promote the application of global perspectives, the exchange of knowledge, the clarification of local problems, and the collaborative exploration of solutions.

LAT 330 **6 hours**
Community Organization and Social Change
The course aims to help students understand the organization of urban, multicultural communities, while encouraging the development of a lifelong service ethic through a semester-long public service project. The course involves students in the formal and experiential study of select areas in central Los Angeles through a combination of directed reading, neighborhood "mapping" projects, a service practicum, and group discussions. Meets the general education civic engagement requirement.

LAT 345 **3 hours**
Urban Religious Movements
This course contains a survey of religious movements in Los Angeles, including Islam, Hinduism, Buddhism, Orthodox Christianity, Judaism, and New Age. Emphasis is placed on the vernacular character of their faith, embodied and expressed in the beliefs, attitudes, practices, and rituals of their specific social and cultural situations. Learning activities include participant-observation at religious services, informant interviewing, directed reading, and group discussion.

LAT 359 **3 hours**
Immigrant LA
This course focuses on the social dimensions of immigration into Southern California. "Likeness" and "otherness" are examined in relation to race/ethnicity, transnationality, global inequality, and citizenship. Macrosocial and economic forces, along with governmental policies, are analyzed and critiqued. In-depth stories of immigrants and various site visits contribute to students' experiential learning on the subject.

Middle East Studies Program

The Council for Christian Colleges and Universities sponsors a Middle East Studies Program (MES) in Cairo, Egypt. Students who are juniors and seniors are exposed to the vast resources of Cairo during the fifteen-week fall or spring semester. Courses such as Introduction to Arabic Language, People and Cultures of the Middle East, Islamic Thought and Practice in the Middle East, and Conflict and Change in the Middle East maximize the educational, experiential impact of the curriculum. The program includes two travel components: one to Israel/Palestine and one to Jordan, Syria, and Turkey. Involvement in a local service project is an important component of the program.

MES 100 **4 hours**
Introduction to Arabic Language
While focusing on spoken Arabic, students are given a solid grammatical introduction to the language. Students are also introduced to the major genres of Arabic literature, with consideration of how the Christian faith relates to themes encountered in Arabic literature.

MES 310 **4 hours**
People and Cultures of the Middle East
This course seeks to acquaint students with the enormous varieties of peoples and cultures found in the Middle East. Literature, music, dance, and food are integrated into the learning experience. The course examines the basic structure of historical and contemporary societies and cultures, with a special emphasis on those found in Egypt, Jordan, Syria, and Turkey.

MES 312 **4 hours**
Conflict and Change in the Middle East
The purpose of this course is to help students understand the historical, political, and religious transformations that have occurred in the last century. The Arab-Israeli conflict will receive special emphasis, with the goal of helping students understand the complexity of the issues surrounding the current attempts to establish a lasting peace. The course includes an extended travel component based in Jerusalem.

MES 322 **4 hours**
Islamic Thought and Practice in the Middle East
This course examines the doctrines, rituals, jurisprudence, and historical vision of Islam, with an emphasis on contemporary expressions of Islam in the Middle East.

Oak Ridge Institute for Science and Education

Taylor's division of natural sciences maintains a collegial relationship with the staff of the Oak Ridge Associated Universities. Taylor has been one of the leading participants in the highly rigorous and demanding program experimenting with the use of radioisotopes in biology, chemistry, and physics. During January interterm sessions, students join other college and university participants to study and conduct research experiments.

Oregon Extension

Taylor University participates in the Oregon Extension, a program of Houghton College, through the Christian College Consortium. This program offers a wide variety of courses in a very personal, highly rigorous academic environment. The fall semester program offers 15 hours of transferable credit under the general category of Contemporary Life and Thought.

The Orvieto Semester

Taylor University students interested in Italian culture, arts, and humanities may participate in The Orvieto Semester of Gordon College (Orvieto, Italy). Students earn 16 hours of transfer credit through the Student Visitor Program of the Christian College Consortium. Ideal for students in their junior year.

Oxford Study Program

The Taylor Oxford Study Program offers an alternative approach to major study during January interterm. Learning is facilitated by a tutorial method at England's Oxford University. The program consists of various group meetings to assimilate British culture. Each Taylor student meets weekly with an Oxford tutor on a topic of the student's choice for Taylor credit. Students are hosted in homes of British church families

Russian Studies Program

Students may earn up to 16 hours of credit while discovering firsthand the richness of the Russian language, culture, and history through a unique living/learning semester abroad sponsored by the Council for Christian Colleges and Universities. The Russian Studies Program (RSP) makes use of the resources found in Moscow, center of the former Soviet government and current political and economic debate; Nizhni Novgorod, located on the Volga River 230 miles east of Moscow in the Russian heartland and the focus of post-Communist economic reform; and St. Petersburg, where Eastern and Western influence are wed in a city rich with history and culture. The semester includes the opportunity to participate in a service project and to live with Russian families. Applicability to a major must be determined in advance by the department.

RSP 100 **4 or 6 hours**
Russian Language Study
While primary focus of the Russian language course is on conversational Russian, other goals include equipping students to be comfortable with basic reading and writing in Russian. Placement in this course of study corresponds to level of proficiency. Contact with students, faculty, and host families facilitates language acquisition.

RSP 310 **4 hours**
Russian Peoples, Culture, and Literature
Using the resources of Moscow, St. Petersburg, and Nizhni Novgorod, students study the Russian people and culture throughout history using well-known works of Russian literature to examine changes in Russia. Works by Tolstoy, Dostoyevsky, Gorky, and Bulgakov are used. Visits to appropriate sites, including homes of literary figures, museums, and historic cities and villages, are included in this seminar.

RSP 311 **3 hours**
Russia in Transition
Students are introduced to the complexities of transition from a centrally planned economy to a free market system and establishment of democratic institutions as they take an in-depth look at Russia since 1991. Students discuss the changes and their impact on Russia's economy, political institutions, and the life of the Russian people. The seminar includes service projects in selected educational institutions, orphanages, businesses, and other organizations in the Nizhni Novgorod region, as well as travel throughout western Russia.

RSP 312 **3 hours**
History and Sociology of Religion in Russia
This seminar delves into the history of religion in Russia, dating from the beginnings of Christianity in the tenth century to the present day, with emphasis on Orthodoxy and Protestantism, including study of the persecution during the Soviet

era and the flourishing of religious activity in post-Soviet years. The course also looks at the current government regulations from various points of view.

RSP 313 **2 hours**
International Relations and Business
Students explore issues related to the newly arising world of business in Russia. Cultural differences, economic potential, ethics, and government policy are examined.

Scholars' Semester in Oxford

The Scholars' Semester in Oxford (SSO) is a partnership with the Council for Christian Colleges and Universities. SSO presents an opportunity to learn about literature, the classics, history, theology, philosophy, and more in this city dedicated to scholarship. Participants earn 17 credit hours as a member of Wycliffe Hall and as a visiting student of Oxford University. Because of Oxford's intense academic environment, students must have a minimum 3.50 GPA.

SSO 300 **4 hours**
Christianity and Cultures
The course examines the historical interaction of the Church and key individuals, trends, movements, and ideas. It examines the conversion of culture (both conversion toward and away from Christianity) and the development of trajectories that have substantially shaped the way Christians in general, and the different theological traditions in particular, have dealt with the broader culture.

SSO 310 **4 hours**
Integrative Seminar
This seminar integrates both the tutorial work and participation in Oxford faculty lectures that pertain to the student's field of study. The seminar allows students to reflect on key methodological issues within their concentration, encouraging them to learn from each other as well as from the tutor, and requiring term papers rather than weekly essays. This course concludes with an integrative exam that allows students to draw upon main themes of their course of study. Integrative seminars are available in: Classics, English and Literature, Theology and Religious Studies, Philosophy, and History.

SSO 320 **6 hours**
Primary Tutorial
This course, chosen in the same field of study as the integrative seminar, is typically one-on-one, supplemented by Oxford faculty lectures. The tutorial is usually based on the presentation of one short essay responding to an assigned question, and is carried out as a conversation between the tutor and the student. Offered tutorials cover a range of topics.

SSO 330 **3 hours**
Secondary Tutorial
Similar in structure to the primary tutorial, the secondary tutorial may either complement a student's concentration or provide an opportunity to study in a field outside that concentration. Offered tutorials cover a range of topics.

Semester in Spain

The department of modern languages participates in the Semester in Spain program of Trinity Christian College. In this program, students earn up to sixteen hours of credit while studying with faculty members who are natives of Spain. Students live with families in Seville, Spain. The city's theatres, galleries, museums, and 400-year-old university provide many opportunities for cultural activities.

SPA 300 **12-16 hours**
Study in Spain
A language study experience for students participating in Taylor University's consortium agreement with Trinity Christian College's Semester in Spain program. Course content varies according to the student's level of proficiency in Spanish. Applicability to a major or minor other than Spanish must be determined in advance by the department.

Uganda Studies Program

The Uganda Studies Program (USP) is a partner program through the Council for Christian Colleges and Universities. USP seeks to introduce students to the dynamic world of the Global South, focused in the vibrant East African nation of Uganda. Christianity here is joyful and growing rapidly, even as it engages Islam and secularization. USP students will move through this society first in the classes and dormitories of Uganda Christian University and then as humble learners observing places and people of interest around the country.

USP 370 **16 hours**
Uganda Studies Program
The Uganda Studies Program (USP) is designed to integrate the study of culture, history, religion, politics, and humanities into a blended classroom and experiential survey of Ugandan life. It is comprised of an experiential course designed especially for USP students, two to three flexible core classroom courses, and up to two electives chosen from Uganda Christian University's Honours College. Students may earn up to 16 credit hours; actual courses and grades are attributed to the Taylor University transcript in place of USP 370 when the student's official program transcript is received by Taylor University.

Physical Education And Human Performance

Three PHP courses are required to meet the general education requirement at Taylor University - PHP 100 (1 hour) and two different PHP 200 courses (1 hour each). Elementary education majors satisfy one hour of PHP 200 by taking PHP 250. PHP 100 is a prerequisite to any course taken to satisfy the PHP 200 requirement.

Physical Education and Human Performance Courses

PHP 100 **1 hour**
Fitness for Life
A course on the importance of wellness, including the spiritual basis, and how individuals can achieve a state of wellness in their lives. Content includes the health-related components of physical fitness, hypokinetic diseases, nutrition, AIDS and sexuality, substance abuse, cancer, and stress management. Students are expected to engage in a program of regular physical activity during the semester, and a battery of tests is given to assess each student's level of physical fitness. This course, a requirement for all students, satisfies one of the three general education requirements in PHP.

PHP 200 **1 hour**
General Physical Education
These courses are designed to encourage students to adopt an active physical lifestyle and to maintain physical fitness and wellness throughout their lives. Students learn about activities and develop skills for participation in lifetime sports. A variety of courses are offered each semester from the list below. Prerequisite: PHP 100.

The individualized physical education course is designed for students who fit into one of the following three categories: (1) the student has a physical problem that prohibits completion of another PHP 200 course; (2) the student would like to do an activity that is not offered as an PHP 200 course; and (3) the student is near graduation and cannot schedule another PHP 200 course. Students design their own personal program under the direction of the course instructor and engage in that program throughout the semester. The program must include a cardio respiratory component. A physical fitness assessment and cognitive assignments are also a part of the course. Students must apply to and be approved by the PHP instructor in order to register for the course. Prerequisites: PHP 100 and PHP 200 (1 credit).

The athletic participation course is designed for students who compete on an intercollegiate athletic team. Students must select and register for this course in the term in which they are participating in the sport and must meet the prerequisite. Credit will not be given for athletic participation retroactively. Students must apply

to and be approved by the associate registrar and the athletic director in order to register for this course. Prerequisites: PHP 100.

PHP 200A	Aerobic Conditioning
PHP 200B	Badminton
PHP 200C	Weight Control and Fitness
PHP 200F	Softball
PHP 200G	Golf
PHP 200I	Individualized Physical Education
PHP 200K	Basketball
PHP 200L	Bowling
PHP 200P	Personal Fitness
PHP 200T	Tennis
PHP 200V	Volleyball
PHP 200W	Weight Training
PHP 200Z	Athletic Participation

PHP 250 3 hours
Elementary School Health and Physical Education
This course is designed to equip the elementary education student with a basic understanding of teaching concepts associated with physical education activities and appropriate health and safety practices. Fundamental content of the areas of physical education, health, and safety as well as teaching methods are explored. Prerequisite: PHP 100.

Political Science

Political Science Courses

POS 100 3 hours
American Politics
Primary emphasis is given to the relationship between the theories and ideals of democracy and the actual practice of making and implementing policy. The course considers the constitutional system as well as the institutions of American government. Meets general education civic engagement or general social science requirements.

POS 385 3 hours
American Constitutional Development: Institutional Powers
Considers the development of judicial review in relation to the powers of the President and Congress. Focuses on judicial interpretations of the commerce and taxing clauses as well as state powers under the due process clause of the 14th Amendment. Prerequisites: HIS 120 and POS 100, or consent of the instructor. Offered fall semester.

POS 386 **3 hours**
American Constitutional Development: Civil Rights Liberties
Focus is on the Bill of Rights and the equal protection clause of the 14th Amendment. Considers such topics as freedoms of speech, press and religion, the civil rights movement and the controversy over privacy rights. Prerequisites: HIS 120 and POS 100, or consent of the instructor. Offered spring semester.

Science Courses

Biology Courses

BIO 100 **5 hours**
General Biology
Concepts, principles and the science of biology are studied to provide students with the basics of biology that assists the student to meet the obligations of an informed citizen. Four hours lecture and two hours laboratory lab per week. Meets general education life science requirement.

BIO 143 **4 hours**
Human Biology
An introduction to the structure and function of the human body. This course focuses on the anatomy and physiology of human cells, tissues, organs, organ systems, and on the whole organism. Practical health applications are also explored. Meets general education life science requirement.

Environmental Science Courses

ENS 200 **3 hours**
Environment and Society
Introduction to ecological principles and human impacts on the environment. Issues studied include population dynamics, natural resources, pollution problems, and environmental ethics. Lab exercises focus on experimental ecology and the basic techniques used to describe and measure environmental quality. Meets the general education life science requirement.

Physical Geography

GEO 210 **4 hours**
Physical Geography
The study of the basic physical characteristics of the earth and the effect of the natural environment upon the activities of humankind. Meets general education earth science requirement.

Physics Courses

PHY 120 **4 hours**
Experiences in Physical Science
Intended for nonscience majors. Selected topics from physical science are studied to afford insight into man's current understanding of natural phenomena, the models used to represent nature, and methods used in the quest to fathom the physical universe. Three hours of lecture and two hours of lab each week. Meets general education physical science requirement.

PHY 121 **4 hours**
Survey of Physical Science for Elementary Teachers
Intended for elementary education majors as a content course, not a methods course. Selected topics from astronomy, physics, and chemistry are studied with special emphasis on their application in the elementary classroom. Student projects provide experiences working with elementary school children. Four hours of lecture and two hours of lab each week. Meets general education physical science requirement.

Social Work

Social work is one of the major human service professions focused on enhancing the social functioning of individuals, families, groups, organizations and communities. Services are provided to all people with particular emphasis on disadvantaged populations. A variety of practice settings including hospitals, family and children's service agencies, schools, residential facilities, health care facilities, home-based services, business and industry, mental health agencies, and developmental disabilities agencies are used as service learning experiences.

The goals of the social work program at Taylor are (1) to prepare baccalaureate level social workers for beginning-level generalist practice, (2) to prepare students for graduate social work education, and (3) to integrate Christian principles with professional social work values and ethics. The social work curriculum includes five content areas: human behavior and the social environment, practice, policy, research, and field instruction.
Taylor's social work program is accredited by the Council on Social Work Education (CSWE) and offers a bachelor of arts (includes language requirement) or bachelor of science degree in social work. Graduates are prepared to apply for state credentialing (licensure, certification, or registration) as a beginning-level social work practitioner in most states.

Entrance and Graduation Requirements

Entry into Taylor's social work education program begins during the sophomore year when students (1) satisfactorily complete the pre-entry courses (SWK 200, 231, SOC 100, PSY 200); (2) complete a minimum of 30 hours of volunteer experience, preferably at a social services agency; (3) receive the approval of the social work education department. Attainment of a minimum 2.5 GPA is required in the major. Students in the social work major are expected to complete a minimum of 79 hours including:

Core Requirements:

SWK 200	3	Explorations in Social Work
SWK 231	3	Social Welfare: Historical Perspective. & Development
SWK 351	3	Social Work Process & Practice I
SWK 354	3	Social Work Process and Practice II
SWK 355	3	Helping Troubled Families
SWK 362	3	Social Policy
SWK 393	4	Junior Practicum
SWK 441	3	Human Behavior & the Social Environment
SWK 451	3	Social Work Process and Practice III
SWK 452	3	Advanced Social Work Practice
SWK 482	2	Integrative Social Work Seminar
SWK 492	12	Senior Practicum
SOC 100	3	Introduction to Sociology
or		
SOC 210	3	Contemporary Social Issues
SOC 220	3	Ethnic and Minority Issues
SOC 355	4	Applied Social Statistics
JUS 353	4	Social Research Methods
PSY 200	3	Introduction to Psychology
PSY 250	4	Life Span Development
ECOF 190	3	Issues in Economics
POS 100	3	American Politics
BIO 143	4	Human Biology
PSY 300	4	Abnormal Psychology

Select one social work elective from:

SWK 320	3	Unleashing the Oppressed
SWK 340	3	Working with Children
SWK 380	3	Understanding Suffering, Grief, and Loss

The bachelor of arts and bachelor of science degrees are offered in social work. Students considering work in areas that are bilingual are encouraged to take appropriate language courses. The bachelor of arts degree requires two years of one foreign language.

Gerontology Certificate

The social work department awards a Gerontology Certificate to students who complete the following 21 credit hour course sequence.

Certificate Requirements

SWK 200	3	Explorations in Social Work
SWK 355	3	Helping Troubled Families (CSG 400 Marriage and Family Counseling for non-social work majors)
SWK 330	3	Issues in Aging
SWK 335	3	Grant Writing and Fundraising for Non-Profit Organizations
SWK 372	3	Professional Applications in Gerontology
SWK 380	3	Understanding Suffering Grief and Loss
SWK 392	3	Gerontology Practicum

Social Work Courses

SWK 200 3 hours
Explorations in Social Work
An initial exposure to the field of social work by exploring what social workers are, what social workers do, and the settings in which they work. Examination of the knowledge, value, and skill base; practice settings, educational and career opportunities, and the interrelationships between social work and social welfare in the United States. Opportunity is given for the student to explore his/her own interest in and potential for a career in social work. Service learning component provides interaction with a variety of community based agencies. Open to all students. Meets general education civic engagement or general social science requirement. Offered fall semester.

SWK 231 3 hours
Social Welfare: Historical Perspectives and Development
Follows the development of social welfare efforts from early civilizations to the present time. Focuses on the emergence of the profession of social work. Explores the question: "Am I my brother's keeper?" in the light of biblical principles. Offered spring semesters.

SWK 320 3 hours
Unleashing the Oppressed
This course is designed to provide the student with the necessary knowledge, values, and skills to empower people who fall into "at-risk population" groups. Those groups, who are at-risk for prejudice and discrimination typically include mental disability, developmental disability, women, elderly, sexual orientation, and religious diversity. Service learning component provides interaction with a variety of community based agencies. Open to all students. Meets general education civic

engagement or general social science requirement. Offered spring semester of odd years.

SWK 330 3 hours
Issues in Aging
First of two sequence course that explores areas of aging and gerontology as it is related to social work practice. Physical, medical, emotional responses are explored. Gender, racial, and etnic issues are addressed as well. Principles of interaction, application of research and formulation of policies as well as careers in gerontology are addressed. Offered fall semesters.

SWK 335 3 hours
Grantwriting and Fundraising for Non-Profit Organizations
Overview of fundraising strategies and grant writing opportunities for non-profit organizations. Service learning experience included that involves actual fundraising and grant writing tasks. Offered spring semesters.

SWK 340 3 hours
Working with Children
Overview of knowledge base important to effective interactions with children and adolescents. Socialization, development, welfare systems and services, legal systems, special populations, and international comparisons are studied. Application to work settings are made through readings, role plays, and personal experiences. Service learning component creates interaction with community-based agencies serving children. Open to all students. Offered fall semester of odd years.

SWK 351 3 hours
Social Work Process and Practice I
First in a four-course practice sequence designed to provide the student with the necessary knowledge, values for ethical decision making, and skills to equip the student for successful practice at the generalist social work practitioner level. Develops understanding of the nature and process of social work practice, principles, and techniques of the change process. Develops the student's ability for self-awareness and for understanding the nature of clienthood. Prerequisites: CAS 110 or 120, SWK 200, SOC 100, and PSY 200. Open only to social work majors. Offered fall semesters.

SWK 354 3 hours
Social Work Process and Practice II
Second in the four-course practice sequence. Enables further development of generalist social work skills with various client systems. Areas of group dynamics, ethical issues, developmental levels, and diversity are emphasized. Participation in a group experience is required. Prerequisite: SWK 351. Offered spring semesters.

SWK 355 **3 hours**
Helping Troubled Families
Introduces family systems theory as well as the history and development of family interventions. Presents the major approaches of working with families and provides the opportunity to role play application of these approaches. Open to all students. Offered spring semesters.

SWK 360 **1-4 hours**
Independent Study

SWK 362 **3 hours**
Social Policy
Expands upon the concepts developed in Social Welfare and Public Policy to include social welfare policies that exist in today's society and how they impact those most dependent on social programs. Examines social programs in light of the problems they address, the service they provide, and their effectiveness. Addresses contemporary social issues in light of public funding decisions. Prerequisites: POS 100 and SWK 231. Offered spring semesters.

SWK 370 **1-4 hours**
Selected Topics

SWK 372 **3 hours**
Professional Applications in Gerontology
Second of a two sequence course that explores areas of professional application of skills related to aging and gerontology. Relationship building, interviewing, resident protocol assessmentprocedures, psychosocial assessments, social work interventions, and resident rights will be explored. Special attention will be given to abuse and neglect and ethical ssues as they relate to the elderly. Long term care and case management will also be discussed. Prerequisite SWK330. Taken concurrently with SWK 392. Offered fall semesters.

SWK 380 **3 hours**
Understanding Suffering, Grief, and Loss
Provides a basic introduction to crucial issues related to suffering and affliction, both self-imposed and those related to the human condition. Bereavement, grief, and loss across the life span will be explored. Contemporary issues related to death and dying and the roles of social institutions and services to persons affected by suffering, death and loss will be covered. Issues will be examined based on difference in gender, culture, ethnicity, and religion and in light of the historic and contemporary Christian faith.

SWK 392 **3 hours**
Gerontology Practicum
Taken in conjunction with Professional Applications course as a way of applying skills learned in class to a real life situation. Students will be placed in agencies that

serve the elderly population and be supervised by a social worker. Taken in conjunction with SWK 372 . Prerequisite SWK 330. Offered fall semesters.

SWK 393 4 hours
Junior Practicum
During the January interterm of the junior year, students spend time in a social work setting learning how an agency functions, how professional social work practice is implemented, and how the professional interacts within an agency. This 140 hour field lab provides the student the opportunity for observation and practice. Prerequisites: SWK 351, and approval of the Junior Practicum coordinator. Pass-fail only.

SWK 441 3 hours
Human Behavior and the Social Environment
The issues of abuse/violence, poverty, addictions, race/ethnicity, and health will be addressed in light of bio-psycho-social-spiritual development. The Theme of reconciliation will be applied to each issue. Serves as a capstone course for the human behavior in the social environment content of the social work major. Use of various cross-cultural literary forms are utilized in the process of research and application to the diversity found among humankind. Prerequisites: BIO 143; PSY 250; SWK 362, 354. Offered fall semesters.

SWK 451 3 hours
Social Work Process and Practice III
The third in the four-course generalist social work practice sequence. The social work planned change process is applied to communities and organizations. Emphasizes integration of policy, practice, and human behavior/social environment issues. The impact of racial and ethnic differences on community functioning is addressed, and practical applications are stressed. Assessment and grant writing projects are completed within and on behalf of local communities. Prerequisite: SWK 354. Offered fall semesters.

SWK 452 3 hours
Advanced Social Work Practice
Last in the four-course sequence for developing generalist practice skills. The professional helping relationship and interview process are emphasized. Simulated client-worker situations provide opportunities to practice skills. Employment interviews and strategies are also discussed. Beginning-level professional writing skills are developed through documentation exercises. Prerequisite: SWK 354. Offered fall semesters.

SWK 480 1-4 hours
Seminar

SWK 482 **2 hours**
Integrative Social Work Seminar
A seminar class taken by all social work majors during January term of senior year. The focus is holist integration of: 1) faith and the social work professions, 2) self and the social work profession, 3) liberal arts education and the knowledge and practice of social work, 4) self and civic-mindedness, and 5) self as global citizen. An engagement in service to a community is the core component. The community chosen for service may vary each year and will be a guiding force in the orientation activities in which the group engages prior to immersion in the community. Focused presentations are conducted with regard to: 1) stress and time management, 2) burnout prevention, and 3) senior practicum orientation. Comprehensive exams are also completed. All major coursework except the senior practicum must be completed prior to this course. A class fee is necessary to cover travel expenses. Pass/fail only.

SWK 490 **1-2 hours**
Honors

SWK 492 **12 hours**
Senior Practicum
A professional semester of supervised field practicum in
a social work setting. 480 hours. Prerequisite: Completion of all required courses in the social work major. Offered spring semesters.

Sociology

Sociology Courses

SOC 100 **3 hours**
Introduction to Sociology
A study of the principles and concepts of sociology in the context of present day social systems. Attention is given to major contemporary analyses of social events, processes, and institutions. Meets general education civic engagement or general social science requirement.

SOC 200 **3 hours**
Cultural Anthropology
An introduction to the principles of cultural anthropology including the analysis of major anthropological theories and concepts and an examination of social institutional arrangements in small-scale societies. Only offered periodically.

SOC 210 **3 hours**
Contemporary Social Issues
An introduction to the study of social issues from several perspectives. Issues in areas such as drug abuse, crime, education, and the family are examined in the light of basic principles of sociology. Meets general education civic engagement or general social science requirement.

SOC 220 **3 hours**
Ethnic and Minority Issues
An analysis of inter-group relations in the United States. Topics include a consideration of the mechanisms of group interaction between dominant and subordinate groups and the experiences and histories of the primary minority groups in the United States. Meets general education civic engagement or general social science requirement.

SOC 355 **4 hours**
Applied Social Statistics
An introduction to statistical analysis for social research issues. The course focuses on the uses of statistics, choosing appropriate statistics for a given problem, and interpreting statistical output. Meets general education mathematics requirement. Offered fall of even years.

SOC 360 **1-4 hours**
Independent Study

SOC 370 **1-4 hours**
Selected Topics

Theatre Arts

CAT 200 **3 hours**
Oral Interpretation of Literature
Study and practice of personal-spiritual involvement with literature through the application of basic techniques of literary analysis and oral reading. Meets general education literature requirement.

Summer Honors Program

This program offers academically-accomplished junior and senior high-school students an opportunity to get a head start on college through a residential, one-week summer session. Summer Honors participants are challenged academically, spiritually, and socially.

Eligibility requirements include a minimum age of 16 years old by the start date of the program; the obtaining of at least junior class status in high school; a minimum 3.0 cumulative high-school GPA on a 4.0 scale; written recommendation from high school guidance counselor; official high-school transcript; a completed application; and associated costs for housing, meals, activities and textbooks.

Alpha Chi Honor Society

Chi Alpha Omega is a campus-wide scholastic honor society, election to which is limited to not more than 10 percent of the seniors and 5 percent of the juniors. Chi Alpha Omega members are eligible to join the national scholastic honor society, Alpha Chi.

Certificate Programs (Center for Lifelong Learning)

The following certificate programs may be taken on-line, through the Center for Lifelong Learning or through equivalent on-campus courses or a combination of both.

Biblical and Cultural Leadership Certificate

This twenty-four hour certificate prepares students to become effective leaders in the church.

Required Courses:

BIB 110 or 109E	3	Biblical Literature I
BIB 210 or 209E	3	Biblical Literature II
CED 371 or 371E	3	Leadership Development
CMI 262 or 262E	3	Spiritual Formation
IAS 110 or 110E	3	Foundations of Christian Thought
PHI 262 or 262E	3	Contemporary Issues
PHI 413 or 412E	3	Contemporary Christian Belief
REL 313 or 313E	3	Historic Christian Belief

Biblical Studies Certificate

This twenty-four hour certificate is an excellent program designed for busy pastors, church workers and lay people who desire in-depth studies in the Bible but do not have the time to pursue a full biblical studies degree program

Required Courses:

BIB 110 or 109E	3	Biblical Literature I
BIB 210 or 209E	3	Biblical Literature II
BIB 272 or 271E or 273E	3	Inductive Bible Study
BIB 321 or 320E	3	Pentateuch

BIB 330 or 330E	3	Acts and the Early Church

Choose three courses from among the following electives (9 credit hours):

BIB 216E	3	Historical Books
BIB 217E	3	Genesis
BIB 218E	2	Matthew
BIB 273E	3	Bible Study and Interpretation
BIB 311E	3	The Gospel of John
BIB 325E	3	Deuteronomy
BIB 331 or 331E	3	Pauline Epistles
BIB 332 or 332E	3	Hebrews and General Epistles
BIB 350 or 350E	3	Poetic & Wisdom Literature
BIB 462 or 313E	3	Biblical Theology/Romans

Christian Worker Certificate

This eighteen-hour certificate is designed for potential missionaries, pastors and lay people who desire a greater knowledge of the Bible and a better understanding of the professional challenges of ministry.

Biblical Studies Core

BIB 110 or 109E	3	Biblical Literature I
BIB 210 or 209E	3	Biblical Literature II
BIB 462 or 313E	3	Biblical Theology/Romans

Choose one of the following electives in Biblical Studies:

BIB 216E	3	Historical Books
BIB 217E	3	Genesis
BIB 272 or 271E or 273E	3	Inductive Study of the Bible
BIB 320 or 320E	3	The Pentateuch
BIB 330 or 330E	3	Pauline Epistles
BIB 332 or 332E	3	Hebrews and General Epistles
BIB 341 or 341E	3	The Gospels

the following courses to fulfill the Biblical Studies elective requirement:

BIB 218E	2	Matthew
BIB 311E	2	The Gospel of John

Professional Studies Core

PMI 122E	3	Evangelism & Discipleship

Choose one of the following electives in Christian Education, Church History, Pastoral Ministries or Missions:

CED 219E	3	Ministry to Children
CED 223E	3	Ministry to Adults
CED 371 or 371E	3	Leadership Development
HIS 230E	3	American Religious History
PMI 241 or 251E	3	Pastoral Theology
PMI 361 or 361E	3	Introduction to Preaching
REL 227E	3	Perspectives on the World Christian Movement
REL 324E	3	World Religions
REL 375E	3	Cross-cultural Evangelism
YMI 200 or 200E	3	Ministry to Youth

Justice and Ministry Certificate

This eighteen-hour certificate is the only certificate in the nation from an accredited institution specifically designed to prepare you for correctional ministry.

JUS 100 or 100E	3	Introduction to Criminal Justice
JUS 200E	3	Correctional Chaplaincy

Elective courses in Justice and Ministry minimum of 6 credits:

PSY 461 or 461E	3	Fundamentals of Counseling
JUS 230 or 230E	3	Restorative Justice
PSY 300 or 300E	4	Abnormal Psychology

Chaplaincy Training

JUS 350 or 350E	3	Seminar in Correctional Chaplaincy. This course is to be taken twice for a total of six credits. Offered in the summer on the Fort Wayne Campus. This is a one-week intensive course.

Leadership Development Certificate

This eighteen-hour course of study is designed to teach a current or potential leader how to develop interpersonal skills and organizational abilities to be able to cope with issues that come across their path whether in the world of business of ministry.

BUA 443E	or	3	Ethics in Leadership
BISF 443		3	Business Ethics

BUA 462E	3	Organizational Behavior
CED 371 or 371E	3	Leadership Development
CFM 300E	3	Conflict Management
CAS 120 or 120E	3	Interpersonal Communication

Choose one of the following electives in Psychology:

PSY 200 or 200E	3	General Psychology
PSY 321 or 321E	3	Social Psychology
PSY 400 or 400E	3	Theories of Personality

Missions Studies Certificate

This 18-hour certificate is designed to assist those who desire to work in the mission field either as a full time missionary or through frequent trips overseas for ministry purposes. It can equip both the seasoned missionary and the lay person with the training and knowledge required to effectively "go into all the world and preach the gospel" (Mark 16:15).

Core:

REL 227E	3	Perspectives on. the World Christian Movement
REL 324E	3	World Religions
REL 375E	3	Cross Cultural Evangelism
SOC 200 or SOC 200E	3	Cultural Anthropology

Choose one from among the following:

BIB 330 or BIB 330E	3	Acts and the Early Church
BIB 331 or BIB 331E	3	Pauline Epistles

Choose one from among the following:

CED 371E or CED 371	3	Leadership Development
HIS 232E	3	Early Christianity thru Medieval Times
IAS 112E or IAS 110	3	Foundations of Christian Thought
PHI 412E or	3	Apologetics
PHI 413	3	Contemporary Christian Belief
PMI 111 or PMI 111E	3	Christian Worship
CMI 122 or CMI 122E	3	Evangelism and Discipleship
PMI 251E	3	Pastoral Theology
PMI 361 or PMI 361E	3	Introduction to Preaching
REL 225E	3	Modern Cults
REL 313 or REL 313E	3	Historic Christian Belief

A reflective paper consisting of a minimum of 500 words documenting and discussing some co-curricular cross-cultural experience is required. This could be a mission's trip, missionary conference, cross-cultural encounter, etc., done before or

during your certificate studies. It will be graded on a pass/fail basis and may be submitted at any time during the pursuit of the certificate.

Many courses required in this certificate program could apply to a Center for Lifelong Learning AA degree or Taylor University Fort Wayne AA or BA/BS program.

Organizational Management Certificate

This fifteen hour certificate assists students in gaining skills in organizational management.

Required Courses:

BUA 353E	3	Principles of Management
BUA 363E/BISF 362	3	Human Resource Mgmt.
BUA 462E	3	Organizational Behavior
CAS 120/120E	3	Interpersonal Communication
CFM 300E	3	Intro to Conflict Management

Professional Writing Certificate

This twenty-four hour certificate assists students in gaining skills necessary for creating and marketing various types of writing.

Required Courses:

ENG 110 or 110E	3	Expository Writing
ENG 321	3	Fiction Writing
ENG 337E	4	Business and Tech Writing
ENG 472	3	Freelance Writing

Literature Course, choose one of the following:

ENG 212	3	Critical Approaches to Lit.
ENG 230 or 230E	3	World Literature
ENG 240 or 240E	3	American Literature
ENG 250	3	British Literature
ENG 361	4	Drama
ENG 371	4	The Novel

Elective Seminar in Writing, choose one:

ENG 320	3	Poetry
ENG 460	3	Advanced Nonfiction Writing
ENG 460	3	Mystery and Crime Writing

ENG 460	3	Scriptwriting
ENG 460	3	Writing for Specialty Markets
ENG 460	3	Writing the Christian Novel

Additional Training in Writing minimum of four hours:

ENG 317E	4	Article Writing
CAM 150	3	Basic Reporting
MKC 220	3	Public Relations II
ENG 475	4	Write to Publish
ENG 417E		

ADMISSIONS

Application Process

Through the Office of Enrollment Services, prospective students may obtain information on how to become involved in Taylor University Fort Wayne's unique educational experiences, which weave together scholarship in the liberal arts tradition, Christian commitment and awareness, strategic career development, and a closely knit, residential campus community.

Secondary School Preparation

Applicants to Taylor University Fort Wayne should have graduated from an accredited secondary school (a GED is also acceptable) and present satisfactory aptitude test scores. Aptitude test scores are used to help interpret a student's high school transcript, the primary document in the evaluation of academic potential. Recommendations from a guidance counselor and pastor are important, as are a student's achievements in co-curricular activities. Applicants should have pursued a challenging college preparatory course load, including four years of English, three or four years of mathematics, three or four years of laboratory science, and two years of social science. Two years of foreign language are recommended. Introductory courses in music, art, and basic computing are also encouraged.

Application Procedures

Application materials may be requested by phone (1-800-233-3922) or by writing to the Office of Enrollment Services. In addition, students may apply online at http://fw.taylor.edu/apply.
Students are encouraged to submit the required credentials early in the academic year preceding their desired enrollment.

Required credentials include an application form, high school transcript, recommendations from a guidance counselor and pastor, and aptitude test scores (either the SAT I or ACT). The Associate Vice President for Enrollment Management may request a personal interview.

Taylor University recommends that college entrance examinations first be taken during a student's junior year of high school. For tests to be considered official, they must be sent from the high school or testing service directly to the Office of Enrollment Services, Taylor University Fort Wayne, 1025 West Rudisill Boulevard, Fort Wayne, Indiana 46807.

Nontraditional Students

Applicants to Taylor University Fort Wayne who are 24 years of age or older, are married, or have a dependent are considered nontraditional students. The University recognizes that the factors indicating an individual's potential for success in college change over time. In evaluating applications and transcripts of nontraditional students, every effort is made to be sensitive to the additional maturity and growth that life experience provides.

Required credentials for nontraditional students include an application form, a pastor's recommendation, a final high school transcripts (or GED), and official transcripts from any college attended. In addition, a personal interview and/or SAT I/ACT scores (or alternative) may be required before an admission decision is made.

Transfer Students

Transfer students are welcomed at Taylor. Taylor University Fort Wayne accepts in transfer those courses carrying grades of C- or above from accredited institutions.

Required credentials for transfer students include an application form, recommendation from a pastor, official high school transcript, and official transcripts from each college attended. Generally, a minimum college G.P.A. of 2.5 is required. Standardized test scores are recommended to determine proficiencies in math, reading, and writing. The transfer policy is listed in this catalog under Academic Regulations.

Regular Admission

Students may apply for admission after they have completed their junior year of high school. Most students accepted into degree programs at Taylor University Fort Wayne are admitted under regular admission status. Admission decisions are made on a rolling basis.

Provisional Status

Students who do not meet the minimum academic standards but who show unusual promise for college success may be granted provisional admission. Provisionally accepted students will follow a prescribed schedule of no more than 13 credit hours and will meet regularly with an advisor from the Academic Center for Enrichment (ACE). The prescribed first-semester schedule includes New Student Orientation, Biblical Literature I, Fitness for Life, an English class appropriate to proficiency level, Applied Learning Techniques, and an introductory course to the student's major. Tutoring will be provided in specified classes. Students admitted under this classification must earn a G.P.A. high enough to avoid academic probation at the end of two semesters in order to remain at Taylor. Provisional acceptance status does not restrict participation in intercollegiate athletics. For additional information, contact the director of the ACE.

Guest Status

Students are considered guests when they are not seeking a degree from Taylor University and fall into one of the following categories:

- Students who desire to take one or two courses at Taylor for the specific purpose of transferring the credit earned to another institution.
- High school students who wish to take college courses and apply these hours to the Credits-in-Escrow or Summer Honors College Program.

- Students who attend one of the Christian College Consortium schools and desire to compliment their preparation with course work at Taylor.
- Individuals who wish to take one or two courses solely for the purpose of self-improvement.

Guest students may earn no more than 24 credit hours with this status. Transfer credit is not accepted while the student holds guest status. Financial aid is not available to guest students. Students who wish to apply credits toward a degree must apply for regular admission to the University through the Office of Enrollment Services.

International Students

International students desiring admission should provide the following for consideration:

- TOEFL score of at least 550 on the paper-based test or 213 on the computer-based test. Scores must not be more than two years old. When registering, students should indicate code 1802 to have the scores sent directly to Taylor. The TOEFL may be waived if the student is a citizen of Great Britain, Australia, Canada, New Zealand, or the British West Indies or if the student has studied in one of the above-mentioned countries or in the United States within the last two years and has a good academic record.
- Certificate showing completion of secondary school, including the results of any examinations. Official English translations of the certificates are required.
- SAT or ACT scores. These scores are recommended for students who wish to be considered for merit scholarships. They are used also to determine proficiency requirements in math, reading, and writing.

An application will not be evaluated until the student submits a completed application (including essays), completed recommendation forms, official academic records and test scores, TOEFL scores, an affidavit of support, and a signed Life Together Covenant.

International students have to show evidence of financial support before full acceptance can be granted. The Form I-20 will not be issued until documentation showing sources of financial support is submitted. International students may work on campus part time during the academic year, but the income generated will not be sufficient to cover education costs.

Matriculation Deposit

Taylor University Fort Wayne requires a $100 matriculation deposit for all new degree-seeking students. All traditional students are required to live on campus unless they are commuting from their parents' home. In addition, all new residential students are required to submit a $50 room deposit with their housing application.

The matriculation deposit confirms a student's desire to attend Taylor University Fort Wayne and enables the student to register for classes. When the deposit has been received and accepted, a place in the student body is secured. Matriculation deposits are honored in the order in which they are received, as openings are available.

For students enrolling for the fall term, the matriculation deposit may be paid anytime after the student's acceptance. For students who cancel their acceptance before May 1, the matriculation deposit is fully refundable. A request for a refund must be submitted in writing before May 1. Refunds will not be made after May 1.

For students enrolling for the spring term, the matriculation deposit may be paid any time after the student's acceptance. For students who cancel their acceptance before November 1, the matriculation deposit is fully refundable. A request for a refund must be submitted in writing before November 1. Refunds will not be made after November 1.

Advanced Placement or Credit by Examination

To seek advanced standing or college course credit, an applicant may take an Advanced Placement Examination administered by the College Entrance Examination Board. Students who have passed an Advanced Placement Examination may be eligible for placement at the next level of the college sequence and may receive college credit if the overall quality of their performance merits such recognition. Score levels vary between subjects; a list of score levels considered passing may be obtained from the Academic Center for Enrichment or the registrar's office.

Advanced credit may also be gained through the subject exams of the College Level Examination Program (CLEP). Additional information regarding advanced placement may be secured from the Academic Center for Enrichment or the registrar's office.

FINANCE AND SCHOLARSHIPS

Student Expenses

Students attending Taylor University are paying only a part of the actual cost of their education. Each student receives an educational subsidy to the extent that the amount billed is less than the institution's cost of providing the educational experience. Income from contributions, earnings on endowments, grants, and other sources offset the total cost of a Taylor education in the determination of student costs.

The University reserves the right to increase rates if and when necessary.

Annual Costs

Refer to the Taylor University Fort Wayne Tuition and Fee Schedule for the current costs for an academic year. This publication is available in the Business Office.

Other Charges

Certain classes may require the student to purchase materials for specific projects or may require a basic materials charge. These costs vary by course and cover only the materials used by the individual student. Certain other charges are assessed for courses requiring private or special instruction and for administrative costs for special services and transportation.

Advance Payment

All returning students are required to pay an advance payment of $100 to secure their registration for fall semester. Advance payment is due by June 1. Refund of the $100 advance payment to returning students is granted as follows: Through June 30, a full refund will be granted; July 1-14, a return of $75 will be given; July 15 and after, no refund will be granted.

College Level Examination Program Fee

An examination fee is charged for each test administered, and an additional cost exists for each hour of college credit awarded.

Advanced Placement Credit Fee

A fee is assessed for each hour of college credit awarded.

Student Insurance

Taylor University requires all students to carry health insurance. Taylor University facilitates an insurance program that is available to all students to help meet this requirement. If health insurance is covered via another method (i.e. parent coverage or other plan), the insurance must be waived by written confirmation. Coverage is available for single students, for husbands and wives, and for families. Rates are available upon request from the Business Office.

Payment of Bills

The bill for fall semester is mailed to registered students at their Taylor University e-mail address and a copy to their permanent postal address approximately August 1, with payment due August 20. Initial billing for January interterm and/or spring semester is mailed approximately January 1 and due January 20. One copy is mailed to the student's Taylor University e-mail address and one to the permanent postal address. Statements are e-mailed each subsequent month to students who owe a balance or have had transactions to their account during that billing cycle. Any new charges that may occur are due the 20th of the month in which they are billed.

There are two payment options available:

- Payment in full by the due date (20th of the month in which charges are billed).
- Tuition Management Service (TMS): This method of payment provides for monthly payments beginning in May, June, or July in anticipation of fall enrollment. There is a nominal one-time fee, and there are no interest charges for this service. Full TMS guidelines are available from the Business Office.

Additional information may be found in the Tuition and Fees Schedule. This publication is available in the Business Office.

Taylor charges interest based on the following policy: Any balance of fees not paid by the due date when first billed, or deferred pursuant to one of the payment options described above, will be subject to an annual percentage rate of 13 percent.

A student's account must be current to avoid a Business Office hold on registration, housing, transcripts, and/or diploma release.

Change of Registration

A refund of charges will be given to students dropping from full-time to part-time status, or lowering their part time hours, by the last date to drop a class without a transcript entry ("drop/add" period). There is no reduction to the tuition charge for dropped hours after this drop/add period. Course fees are refundable only during the drop/add period. Away from campus program tuition and fees are nonrefundable only in accordance with each program's specific refund policy.

Emergency Funds

Two emergency funds are available for student use. The Taylor University Emergency Loan is a short-term loan that permits a student to borrow up to $300 for a period of 60 days for school-related purposes. For more information, contact the Business Office.

The Taylor Fort Wayne Parent's Association raises financial resources each year to be allocated for student emergencies. Medical costs not covered by insurance

and emergency travel in case of death or severe sickness of immediate family are two of the most frequent reasons for allocations of this fund. Other emergency costs will be considered. Contact the dean of students for more information.

University Withdrawal Procedures

Withdrawal forms may be secured from the dean of students.

In cases of withdrawal of full-time students from the university, refunds of student charges for tuition and room and board are based on the refund schedule.

Basic fees are nonrefundable. No refund will be given for withdrawals after the end of the sixth week.

Refunds are based on the total term bill and on the date the official withdrawal form is completed. The matriculation fee and housing deposit are forfeited for students who complete registration but must withdraw before May 1. Any deviations from the refund policy are at the discretion of the Chancellor for the Fort Wayne campus and dean of students.

If a student is receiving financial aid, funds will be returned to the aid source(s) according to the Taylor University refund and repayment policy.

Refund Schedule

Withdrawals to the end of:	Tuition	Room	Board
First Week*	90%	Prorated	Prorated
Second Week	90%	0%	Prorated
Third Week	75%	0%	Prorated
Fourth Week	60%	0%	Prorated
Fifth Week	45%	0%	Prorated
Sixth Week	20%	0%	Prorated
Seventh Week to end of semester	0%	0%	0%

*first five days of the term

Financial Aid

The following information regarding financial aid is accurate at the time of the catalog printing but is subject to change due to changing federal and state regulations and institutional policies and budgetary constraints. For the most current information, please refer to the financial aid section of our website, http://fw.taylor.edu/financialaid or contact the financial aid office.

The financial aid programs at Taylor recognize that it is the basic responsibility of students and their families to finance a college education. However, the rising cost of education has made it necessary for many students to enlist financial assistance outside their personal or family resources. Financial aid can help many qualified students attend Taylor regardless of financial circumstances.

The financial aid programs offer assistance to students in need in the form of scholarships, grants, loans, and employment. Financial aid is awarded primarily on the basis of financial need, except in the case of merit scholarships that require superior academic achievement and ability. If the student's aid package is based on financial need, the total aid package (including merit and outside scholarships) cannot exceed the student's cost of attendance.

Financial need is defined as the difference between a family's resources and the total cost of attending college. If a difference exists between the total cost of attending Taylor (including all tuition, fees, room, board, books, supplies, and personal expenses) and the ability of the family to meet these educational costs, the student is determined to have financial need. An evaluation of financial need includes consideration of the parents' and student's income and assets, family size, and number of family members in college.

To determine the extent of the student's financial need and the family's ability to pay for educational expenses, Taylor uses the Free Application for Federal Student Aid (FAFSA) and the Taylor University FAFSA Supplement. An analysis of these statements yields the amount that the family is expected to contribute.

Students enrolled in Taylor University's established study abroad programs will receive financial aid as though they were on campus. Students may only receive institutional financial aid for their first study abroad program. Federal financial aid is available for additional study abroad programs. No financial aid (federal or institutional) will be awarded to students attending study abroad programs not offered through Taylor University.

Students who plan to enroll on a part-time basis should consult the director of financial aid about the availability of financial aid programs. Many aid programs

require that a student be enrolled full-time (a minimum of 12 credit hours per semester).

To continue to receive need-based financial aid a student must meet the criteria established in the Taylor University Satisfactory Academic Progress Policy. Copies of this policy are available upon request from the Financial Aid Office or can be found on line at http://myfa.taylor.edu/NetPartnerStudent/uploads/finaid_sap.pdf. . Satisfactory academic progress for financial aid applicants/ recipients shall be measured both qualitatively and quantitatively. In order to maintain eligibility to receive financial aid, a student must pass at least 80% of their enrolled credit hours cumulatively, and at least 50% of the enrolled credit hours for any given term. In addition, the student must meet the GPA requirements as outlined in the policy statement. Generally, a maximum of 160 credit hours may be attempted toward a bachelor's degree. After that point, financial aid is longer available. The maximum number of hours for which students transferring to Taylor University may receive financial aid will be prorated based on their entering enrollment status. Students enrolled on less than a full-time basis are subject to the above standards applied proportionally to their credit hour load.

How to Apply for Financial Aid

Students should begin the application process for financial aid as soon as possible after January 1. Those only interested in merit-based programs need not submit any financial aid forms. The Financial Aid Office automatically awards merit-based scholarships after receiving the students' academic information from the Admissions Office.

In order to receive need-based financial aid, these steps must be followed:

- Be accepted for admission to Taylor University. Students may apply for financial aid prior to their acceptance at Taylor, but financial aid will not be awarded until acceptance is finalized.
- Complete the FAFSA as soon as possible after January 1. We suggest this be done on line at www.fafsa.ed.gov. Also complete the Taylor University FAFSA Supplement electronically at http://fw.taylor.edu/financialaid/forms. An Indiana student whose FAFSA is not received by the Federal Processor by March 10 will not be eligible for state aid. Please also consider the following:

  1. The FAFSA may be picked up in high-school counseling offices or university financial aid offices of you cannot complete it electronically.
  2. In order to avoid unnecessary delays in processing, the Taylor Financial Aid Office strongly recommends that a family complete its income tax returns before completing the FAFSA. However, if this is not possible, the FAFSA must be completed using estimated tax information in order to meet the deadline.

3. The release of information to Taylor University Fort Wayne should be clearly requested on the proper page of the FAFSA. Our code number is E00624.
4. Additional forms may be required in order to receive state aid from Pennsylvania, Vermont, Alaska, Rhode Island or Massachusetts. Students should check with their high-school guidance officer regarding which forms are required by their state.
5. Remember to be considered for state aid, Indiana residents' FAFSA must be received by the federal processor by March 10.

In order to receive timely consideration in the awarding of financial aid, please submit the indicated forms and respond promptly to requests for any additional information or documentation.

Scholarships

The following awards are presented to students who demonstrate outstanding scholarship:

Academic Merit Awards provide $950 to $8,600 per year to those who qualify.

Ramseyer Leadership Scholarships provide up to $2,000 (limited issue).

Alumni Scholarships provide up to $1000

Allen County Scholarship provides $500 or $1,000 depending on need and housing, to graduates of Allen County, IN high schools.

Athletic Scholarships provide varying amounts.

Pastor/Missionary Dependent Scholarships provide up to $1,500, depending on need.

Endowed Scholarships

A number of scholarships are available through the generous contributions of alumni and friends of Taylor. Students applying for financial aid are automatically considered for these scholarships. A complete listing is as follows:

Rev. Harvey Ache and Jewel Ache Memorial Scholarship

Amos and Martha Amstutz Memorial Scholarship

Alumni Endowment Scholarship

Evelyn M. Barrand and Blanche E. Bradford Memorial Scholarship

Birkey Family Endowed Scholarship

Brandenberger Foundation Annual Scholarship

Hal and Tillie Carpenter Scholarship Endowment

Christianity Today Christian Leadership Award

Wilbur Ross Cochlin and Maude L. Cochlin Memorial Scholarship

DeMars Family Endowed Scholarship
Ralph and Eunice Dodge Memorial Endowed Scholarship
Amanda Drudge Endowed Scholarship
Clifford T. and Martha L. Eichenauer Scholarship
Oscar A. and Ramona J. Eicher Scholarship
Eicher Memorial Scholarship
Everetts-Rensch Memorial Scholarship
Fort Wayne Community Foundation Business Education Fund
Clara B. French Memorial Scholarship
Enlo Gaff Memorial Scholarship
Ira Gerig Memorial Scholarship
Jacob and Alice Gerig Memorial Scholarship
Kenton Gerig Memorial Scholarship
Grabill Bank Annual Scholarship
Donna L. Gudakunst Endowed Scholarship
Mary L. Haller Scholarship
Pete and Virginia Hamilton Scholarship
Jessie Lee Helrigel Memorial Scholarship
Hill-McVay Annual Scholarship
Alma Hirschy Memorial Scholarship
Theodore Hirschy Memorial Scholarship
Lillian Heaston Hogue Scholarship
Adelle and Cora Isaac Memorial Scholarship
Jerry B. Jenkins Writing Scholarship
Dale and Betty Keiser Family Scholarship
Highla Ellen Kiessling Endowed Scholarship
Foster C. and Willodean M. Klopfenstein Scholarship
Gary Litwiller Memorial Scholarship
Lougheed Memorial Scholarship Fund for International Students
Roy Meyer Annual Scholarship
Eva Miller Memorial Scholarship
Robert J. and Rhuea Snoke Morell Endowed Scholarship
Samuel Morris Endowed Scholarship
Wayne V. Mosbaugh Memorial Scholarship
Levi and Pearl Moser Scholarship
Niblick Family Foundation Endowed Scholarship
Tami Norman Memorial Annual Scholarship

Parents Cabinet Annual Scholarship
Philip (John 1:44) Scholarship
Ponderosa Endowed Scholarship
Max and Mabel Poorman Endowed Scholarship
Verdie and Hazel Poorman Scholarship
Powell Family Social Work Annual Scholarship
George Powers Endowed Scholarship
Powers Memorial Scholarship
John L. and Mary Ramseyer Scholarship
Mary Edith Reiff/South Side High School Scholarship
Reiff Freshman Initiative Scholarship
Reiff Memorial Scholarship
Dr. Amos and Clara Reusser Memorial Scholarship
Evelyn M. Rhodes Memorial Scholarship
Charles A. Roberts Memorial Endowment
Joseph Schindler Family Memorial Scholarship
Samuel Schofield Memorial Scholarship
Schweickart Annual Scholarship
Vance and Joan Sheets Endowed Scholarship
William and Golda Sloan Memorial Scholarship
Helen Lucille Smuts Scholarship
Mary C. Spencer Memorial Annual Scholarship
Billy Springfield Memorial Scholarship
Paul and Ruth Steiner Scholarship
Esther K. Steinman Memorial Scholarship
Lucille E. Strait Memorial Scholarship
Clyde Taylor Endowment for World Mission
Roy F. Thompson Memorial Scholarship
Clara Troph Tripp Memorial Scholarship
Esther M. and Gilbert J. Waddington Memorial Scholarship
Dr. Alice Joy Weddle Memorial Scholarship
Forest Weddle Memorial Scholarship
Hugo and Lorena Weinman Memorial Scholarship
Herald J. Welty Scholarship
Miriam Welty Memorial Scholarship
C.H. and Ruth Wiederkehr Scholarship
George and M. Patricia Yarian Annual Scholarship

Paul and Virginia Yergens Rogers Foundation Scholarship

Dr. Daryl and Mrs. Joenita K. Yost Student Endowed Scholarship

Rev. Harold I. and Mary Elizabeth Zook Memorial Scholarship

Grants

The following grants are available to qualifying students. Please consult the Financial Aid Office regarding the appropriate applications.

- Taylor University General Grants award up to $10,000 per year, based on need .
- Church Matching Grants award up to $600 per year from institutional matching funds.
- Dollars for Scholars match awards up to $500.

Federal Aid

Anyone may apply for federal aid by completing the Free Application for Federal Student Aid (FAFSA). The following grants are available to qualifying students:

- The Federal Pell Grant is based on financial need as determined by the FAFSA. It offers a maximum of $4,050 per year (amount subject to change on a yearly basis).
- The Federal Supplemental Educational Opportunity Grant is based on financial need as determined by the FAFSA. It replaces an equal amount of Taylor General Grant. A maximum of $4,000 per year is provided.
- The Academic Competitiveness Grant, new in 06-07, may be available to Pell Grant recipients in their first or second year who graduated with an approved high school diploma and meet certain other academic criteria.

Loans

Students may apply for the following loans by completing the appropriate applications:

- The Federal Perkins Loan is based on financial need as determined by the FAFSA. It loans a maximum of $1,500 per year for freshmen and $1,000 for sophomores, according to financial need. These eligibility amounts are subject to change. Repayment begins nine months after the student leaves school. A 5 percent fixed interest rate is charged during repayment. Taylor University awards the loan.
- The Subsidized Stafford Loan is a bank loan, and a separate promissory note must be completed. It is based on financial need as determined by the FAFSA. The loan provides a maximum of $2,625 per year for freshmen, $3,500 per year for sophomores, and $5,500 per year for juniors and seniors, depending on financial need. Repayment begins six months after the student

leaves school. This loan has a fixed interest rate of 6.8%. It is available through applications provided on the Financial Aid web site http://fw.taylor.edu/financialaid/loans/stafford.html.

- The Unsubsidized Federal Stafford Loan is not based on financial need. The borrower is responsible for interest costs from the date of disbursement. Otherwise, it operates the same as a subsidized loan. It cannot exceed the maximum loan limits stated above when combined with a subsidized loan.
- The Federal PLUS (Parent Loan) is a bank loan, and a separate application must be completed. It is not based on financial need and may not exceed the cost of attendance minus other aid. Repayment begins 60 days after the final disbursement of each academic year. Federal PLUS has a fixed interest rate of 8.5%. It may be sought on line the Financial Aid web site, http://fw.taylor.edu/financialaid/loans/plus.html.

Work Study Program

Federal Work Study is based on financial need as determined by the FAFSA. Students are allowed to earn a maximum of $2,000 per year.

State Aid

Students from Indiana may qualify for the following:

- The 21st Century Scholarship is based on financial need as determined by the FAFSA. It provides a maximum of $5,400 per year (amount subject to change of yearly basis).
- The Frank O'Bannon Grant Program consists of the Higher Education Award and the Freedom of Choice Grant. The total of all state aid is determined by financial need and the type of high school diploma attained. The grant total is capped at $10.272, with this amount subject to change on an annual basis.

The following states offer applicable state grants: Pennsylvania, Massachusetts, Alaska, Rhode Island, and Vermont state grants are awarded to students even if they attend out-of-state colleges. These grants are based on financial need as determined by the FAFSA and/or on additional forms.

STUDENT AFFAIRS

Objectives of Student Development and Services

Student Development is dedicated to upholding its objectives, which are detailed as follows:

- To provide the environment, resources, and programs that maximize the potential for Christian students to grow in their understanding and expression of their Christian faith.
- To provide programs that promote ethnic and cultural understanding.
- To provide professional counseling and health care services for students.
- To create a Residence Life program that encourages personal growth and fosters the practice of the Life Together Covenant.
- To provide safe and comfortable housing facilities for students.
- To provide a campus community that is safe and secure for students.
- To provide orientation services that will aid students in their transition to Taylor University and college life.
- To assist students with career planning that will result in professional preparation for placement.
- To insure a student body profile, both in numbers and quality, that is supportive of Taylor's strategic educational and institutional planning.
- To provide an intercollegiate athletic opportunity through which the student athlete can be developed, tested, and encouraged to achieve his/her maximum physical, emotional, intellectual, and spiritual potential.

Athletics

Athletics is an integral part of the "whole person" concept of education at Taylor University Fort Wayne. The total development of the student athlete is the paramount goal in the athletic program. In practical terms, participation in athletics provides an avenue through which student athletes are developed, tested, and encouraged to achieve their maximum potential physically, emotionally, intellectually, and spiritually. Athletic competition is designed to assist and support student athletes in their understanding of a Christian response to a fundamental human experience.

Intercollegiate Athletics

Taylor University Fort Wayne is a member of the United States Collegiate Athletic Association made up of schools throughout the country. We have the opportunity to qualify and compete in National Championships at the end of each season as well as host National Championships. Taylor Fort Wayne competes in Women's Volleyball

and Basketball as well as Men's Soccer and Basketball. Along with competition, our athletes are eligible for USCAA All American, Academic All American, and Player of the Week awards.

Intramural Sports Program

The Intramural Sports Program is provided for student enjoyment by the athletic department in cooperation with Student Development. Intramurals are designed to provide a wide variety of activities for meeting the recreational and competitive needs of the TUFW student body. Flag football, volleyball, and basketball are provided for both men and women; coeducational competition is featured in the spring softball games.

Student Development

Taylor University Fort Wayne Student Development expands the "whole person" education of students through programs designed to enrich and support the students' classroom experience. These programs include residence life, Taylor Student Organization, student ministries, campus safety, career development, counseling services, health services, leadership development, new student orientation, student activities and organizations, and student publications.

Residence Life

Taylor University Fort Wayne places a strong emphasis on community development. The purpose of Residence Life is to create an environment that fosters the basic values of Christian community. Residence Life's program is based on a model that includes the spiritual, intellectual, emotional, physical, social, and vocational dimensions of a student's life.

Residence hall facilities at Taylor University Fort Wayne are designed as living-learning centers where students are challenged to learn, grow, and apply their faith. Taylor University Fort Wayne strives to provide a community living experience through which students are exposed to a variety of learning opportunities that go beyond the scope of their classroom experiences. Residence hall directors are professionally trained to help students develop a high degree of self-direction and responsible citizenship. They serve as educators, counselors, and upon completion of a qualifying graduate degree as members of the faculty.

Housing

The residence hall facilities are designed to provide a safe and comfortable physical environment for students. Residence halls remain locked 24 hours a day. Residents gain admittance by use of a security card issued to them at the beginning of each academic year.

Housing Deposit

Students who have been admitted to Taylor University Fort Wayne and have paid the matriculation fee will automatically receive residence hall application materials from Student Development. These materials must be returned to Student Development before a residence hall assignment can be made. A $50 housing deposit must be paid to Student Development and is returned when a student leaves the university or cancels an acceptance. (Please note the refund policy.) Charges for damage to residence hall property and other university-administered facilities are deducted from this housing deposit.

General Housing Policy

All single, traditional (age 17-23) students who are enrolled in 12 or more hours per semester are required to live in a university residence hall unless they are living in the home of their parent(s)/guardian(s). Students seeking exception to this policy must fill out an Off-Campus Request Form and receive approval from the dean of students.

Room Assignments

Room and roommate assignments are made prior to the beginning of fall semester for freshmen and transfers. Assignments are made as residence hall applications are received; those who return their forms early stand a better chance of being assigned to the hall and roommate of their choice. Returning students participate in a room draw that allows them to select their own roommate and residence hall room. The university reserves the right to assign space as it deems appropriate.

Hall Regulations

Specific residence hall regulations are listed each year in the Student Handbook. The responsibility for determining residence hall regulations rests with the residence hall staff and the Community Life Committee. Changes in regulations will be made from time to time when such changes are considered to be in the best interest of the total university community.

Room Furnishings

Residence hall rooms are furnished with the following: window coverings, beds, mattresses, desks and chairs, dressers, and closet space. In some halls, built-in bookcase space is available.

Student Government

Students participate in the affairs of Taylor University Fort Wayne through the Taylor Student Organization (TSO), membership on faculty-student committees, and personal interaction with faculty and administrators. The president of TSO serves as the official spokesperson for students.

Spiritual Life and Student Ministries

Taylor University Fort Wayne is committed to the strategic task of helping students develop a growing intimacy with God - knowing Him and loving Him. Chapel meets every Monday, Wednesday, and Friday mornings and serves as the nucleus of spiritual life on campus. Attendance at chapel is expected of every student. Students are also expected to attend a local church of their choice. Small group Bible studies are offered on campus each semester; many students choose to form their own Bible study and prayer groups as well.

Student Ministries offers the student opportunities to become involved in practical ministry. Taylor World Outreach (TWO) is the agency through which most of these opportunities are offered. Students are exposed to world-wide ministry through World Opportunities Week in early November each year. The Practical Missionary Training arm of TWO sponsors short-term, mission outreach projects both in the U.S. and abroad. Students also are encouraged to participate in local ministries such as outreach to the county jail and juvenile detention center, nursing homes, social service agencies, and literacy building efforts.

Campus Safety

The Campus Safety Office provides a variety of services to the students, faculty, and staff of Taylor University Fort Wayne. The university employs a full-time director and a staff of student officers that provides coverage for the afternoon through early-morning hours. The director of campus safety works in conjunction with local, state, and federal law enforcement agencies to ensure a safe campus environment. Campus Safety also oversees the campus motor pool, identification cards, emergency telephones, motor vehicle registration, and parking problems.

Taylor University Fort Wayne complies with the Student Right to Know and Campus Security Acts of 1990, which requires annual publication of campus crime statistics.

Career Development

The Career Development Office is responsible for assisting students in ascertaining their career interests and broadening their awareness of the numerous opportunities available through a liberal arts education. This office also assists students in securing employment through job postings and computerized listings such as Intercristo. Taylor University Fort Wayne cooperates with other universities and colleges in the Fort Wayne area to provide access to potential employers for seniors and alumni in a job fair setting.

Counseling Services

Individual counseling is available to students on a no-fee basis. Students struggling with stress management, interpersonal relationships, family problems, or any other concern may make appointments to see the campus counselor. Students with severe or ongoing psychological problems may be referred to a Christian

psychologist or psychiatrist in the Fort Wayne area. These professional services are available at the student's expense.

The campus counselor can be reached at extension 48648.

Health Services

Because of the abundance of health-care providers in the Fort Wayne area, Taylor University Fort Wayne contracts with a local hospital to provide health services to our students. Residential students are charged a fee each semester that allows them access to medical services that deal with common illnesses and injuries. Nonresidential students may elect to enroll in this service.

Leadership Development

Taylor University Fort Wayne students gain valuable experience in leadership both through academic course work and practical opportunities. Students who are interested in being resident assistants, orientation leaders, Taylor Student Organization (TSO) officers, or Taylor World Outreach (TWO) leaders first enroll in the leadership course offered the initial seven weeks of spring semester. Through selection and election, leaders are chosen to serve the following academic year. These students receive additional training and do advance planning during the remainder of the spring semester for the following fall.

New Student Orientation

The purpose of New Student Orientation at Taylor University Fort Wayne is to provide continuing services to aid new students in their transition to Taylor, to integrate new students into the life of the institution, and to assist in the students' understanding of their own relationship to the intellectual, social, cultural, and spiritual climate of Taylor University. The program consists of Welcome Weekend, which assists in the initial adjustment to the college environment, and a one-hour course required of all freshmen students.

The course consists of a weekly one-hour lecture series and a weekly one-hour, follow-up small group discussion for the first ten weeks of each semester. Topics such as relationships, library research skills, time management, study strategies, and career decision-making are addressed. A special section addressing topics unique to nontraditional students is offered.

Student Activities and Organizations

The academic year at Taylor University Fort Wayne is complemented by a variety of social functions including professional entertainment by Christian artists, films, banquets, and talent/variety shows. Recreational activities such as bowling, roller skating, and miniature golf are also popular. Entertainment opportunities in the Fort Wayne community that TUFW students enjoy include professional theatre, the philharmonic orchestra, and professional ice hockey, basketball, and baseball.

A variety of clubs and organizations are available on campus for students with specialized interests. Some are related to academic majors, some are social in nature, and some exist for special populations. Freshman, sophomore, junior, and senior classes also elect officers to plan activities for their constituencies.

Student Publications

Students with writing ability, photographic skills, or artistic skills are invited each year to assist in the production of the campus yearbook, the "Vine."

Students with writing ability and who desire experience in journalism are encouraged to be staff members of The Express, the campus student newspaper.

UNIVERSITY DIRECTORY

Board of Trustees

Officers of the Board

Richard Gygi, Chairman

Mark Taylor, Vice Chariman

Roger Beaverson, Secretary

James Blum, Treasurer

Board Members

Eugene B. Habecker, President, Taylor University, Upland, Indiana

Roger E. Beaverson, Certified Public Accountant, Fishers, Indiana

James A. Blum, Chairman and President, Brotherhood Mutual Insurance Co., Fort Wayne, Indiana

LaRita R. Boren, Vice President, Avis Industrial Corporation, Upland, Indiana

R. David Boyer Sr., Attorney at Law, Boyer and Boyer, Fort Wayne, Indiana

Joseph D. Brain, Drinker Professor of Environmental Physiology, Harvard University, Lexington, Massachusetts

Beverly Jacobus Brightly, Senior Program Associate, Office of Special Education and Rehabilitation Services, U.S. Department of Education, Manassas Park, Virginia

Wellington Y. Chiu, Managing Member, Chiu Capital LLC, Windermere, Florida

Paige Cunningham, Lawyer, Lecturer and Board of Directors., Americans United For Life, West Chicago, Illinois

Barbara Dickinson, Christian Laywoman, Birmingham, Alabama

Kenneth Flanigan, Jr., Executive Vice President, Administration, Christianity Today Inc., Wheaton, Illinois

Chris Goeglein, Managing Partner, True North Strategic Advisors, LLC, Fort Wayne, Indiana

Richard Gygi, Managing Partner, The Magi Co., Inc., Franklin, Tennessee

P. Lowell Haines, Attoney at Law, Partner, Indianapolis Office Baker & Daniels, Indianapolis, Indiana

Rosie Kerlin, Christian Laywoman, Danville, Indiana

Paul Robbins, President, Publisher, Christianity Today Inc., West Chicago, Illinois

Douglas Rupp, Director, Finance & Administration, Sauder Woodworking, Inc., Archbold, Ohio

Mark W. Soderquist, Director U. S. Urban & Ethnic Ministries, International Teams, Chicago IL

Fred S. Stockinger, Medical Director, Stockinger, Stockinger & Assocs., Inc., Naples FL

Mark Taylor, President, Tyndale House Publishers, Wheaton, Illinois

Steven Whiteman, Former Chairman, President and CEO of Viasoft, Scottsdale, Arizona

Dan Wolgemuth, President of Youth for Christ USA, Aurora, Colorado

James H. Woods, General and Vascular Surgeon, Hartland, Wisconsin

Emeriti Board Members

Theodore F. Brolund, Retired President, W. A. Whitney Company, Rockford, Illinois

Ted W. Engstrom, President, World Vision, Bradbury, California

Marta Gabre-Tsadick, President, I.T.G. Commercial Trading, Executive Director, Project Mercy, Vice President, Hel Mar, Fort Wayne, Indiana

J. Paul Gentile, Medical Doctor, Leo, Indiana

Robert C. Gilkison, Chariman, Gilkison Patterson Investment Advisors, Inc., Williamsburg, Virginia

Richard W. Halfast, Retired Surgeon, Rochester, Indiana

Carl W. Hassel, Consultant, Novi, Michigan

Jerry Horne, Chief Executive Officer, Manpower Temporary Services of Western Michigan, Holland, Michigan

John R. Horne, Chairman, President and Chief Executive Officer, Navistar International Transportation Corporation, St. Charles, Illinois

V. Donald Jacobsen, International Operations Coordinator, Ambassadors for Christ International, LTD, Dunwoody, Georgia

Carl W. Moellering, President, Moellering Management Company, Fort Wayne, Indiana

Arthur K. Muselman, Director Emeritus, .Dynamic Resource Group, Berne, Indiana

William E. Pannell, Professor of Preaching and Special Assistant to the President, Fuller Theological Seminary, Altadena, California

Richard Russell, President, Russell Homes Inc., Grosse Pointe Farms, Michigan

Paul A. Steiner, Retired Chairman and President, Brotherhood Mutual Insurance Company, Fort Wayne, Indiana

L. Marshall Welch, President, L.M. Welch & Associates, Inc., Georgetown, Texas

Paul W. Wills, Chairman, Toledo World Terminals, Birmingham, Alabama

Paul Zurcher, President, Zurcher's Tire, Inc., Monroe, Indiana

University Administration

Eugene B. Habecker, PhD, JD, President

Stephen S. Bedi, EdD, Provost

Duane Kilty, PhD, Chancellor Fort Wayne Campus

Ronald B. Sutherland, Vice President for Business and Finance

Taylor University Fort Wayne Administration

Duane Kilty, PhD, Chancellor Fort Wayne Campus

Randall E. Dodge, PhD Associate Vice President for Student Development and Dean of Students

Leo Gonot, Associate Vice President for Enrollment Management

Sherri R. Harter, Associate Vice President for University Advancement

Stephen Olson, Associate Vice President for Business and Operations

Ronald M. Sloan, DMA Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus

Academic Administration

Ronald M. Sloan, DMA Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus

Douglas A. Barcalow, EdD, Associate Dean for Academic Affairs and Dean for Christian Ministries and Music

Pamela L. Jordan, Phd, Associate Dean for Academic Affairs and Dean for Professional Studies

LaGatha Adkison, University Registrar*

Gladys Smith, Associate Registrar for the Fort Wayne Campus

Division of Christian Ministries and Music
Douglas A. Barcalow, Associate Dean for Academic Affairs and Dean for Christian Ministries and Music
Douglas A. Barcalow, Chair, Christian Ministries Department

Division of Education
Donald Taylor, Associate Dean*
Carl Siler, Director for Teacher Education*
Cynthia Tyner, Chair, Education Department*
Jennifer Manth, Program Director of Elementary Education and Transition to Teaching

Division of General Studies and Academic Support
Sonja Strahm, Director of the Academic Center for Enrichment
Dan Bowell, University Librarian*
Anita Gray, Director of the Calvin H. English Library

Division of Professional Studies
Pamela L. Jordan, Associate Dean for Academic Affairs and Dean for Professional Studies
Pamela L. Jordan, Chair, English and Professional Writing Department
Larry Rottmeyer, Program Director, Graduate Business Program
J. Steven Smith, Chair, Justice Studies Department
Evan Wood, Chair, Management and Communication Department

Faculty of Instruction

The year appearing immediately after each name indicates the first year of full-time faculty service at Taylor.

Douglas A. Barcalow, 1983. Professor of Christian Education. BA, Fort Wayne Bible College, 1971; MA, Trinity Evangelical Divinity School, 1976; EdD, Northern Illinois University, 1986.

Stephen S. Bedi, 1991. Provost, Professor of Education. BS, Taylor University, 1965; MEd, University of Maryland, 1970; EdD, George Washington University, 1982.

David D. Biberstein, 1982. Professor of Pastoral Ministries. BA, Fort Wayne Bible College, 1966; MDiv, Trinity Evangelical Divinity School, 1970; DMin, Trinity Evangelical Divinity School, 1990.

UNIVERSITY DIRECTORY

Arlan J. Birkey, 1968. Associate Professor of Greek. BA, Fort Wayne Bible College, 1963; ThB, Fort Wayne Bible College, 1964; MDiv, Fuller Theological Seminary, 1967; STM, Concordia Theological Seminary, 1997.

Michael D. Cook, 1997. Associate Professor of Psychology. BA, Albany State College, 1988; MDiv, New Orleans Baptist Theological Seminary, 1992; PhD, New Orleans Baptist Seminary, 1997.

Ruth E. Elder, 1992. Technical Services Librarian, Associate Professor. AA, Edison State Community College, 1978; BS, Miami University, 1980; MLS, Indiana University, 1985, SpLIS, Indiana University, 2000.

Emily C. Ford, 2005, Assistant Professor of English. BSSED, Taylor University, 1999; MA, Indiana University-Purdue University, Fort Wayne, 2005.

Laura M. Gerig, 1994. Assistant Professor of Psychology. BA, Taylor University, 1991; MA, Ball State University, 1992; PhD, Ball State University, 1996.

Wesley L. Gerig, 1957. Professor of Bible. BA, Fort Wayne Bible College, 1951; MDiv, Fuller Theological Seminary, 1954; ThM, Fuller Theological Seminary, 1956; PhD, University of Iowa, 1965.

Anita L. Gray, 2002. Director of Calvin English Library, Assistant Professor. BA, Grand Rapids Baptist College, 1982; MSLS, Wayne State University, 1991, additional graduate studies, Nova Southeastern University.

Marc Hedrick, 2004 Associate Professor of Justice Studies, B.S. Southern Illinois University, 1992; M.S.Ed. Southern Illinois University, 1997; J.D. Regent University, 2003

Dennis E. Hensley, 1997. Professor of English. AA, Delta College, 1968; BA, Saginaw Valley State University, 1969; MA, Central Michigan University, 1973; PhD, Ball State University, 1982.

Kenneth W. Johnson, 2000. Professor of Music. BM, Berklee College of Music, 1975; MA, University of Denver, 1981; DMA, University of Colorado, 1999.

Pamela L. Jordan, 1992. Professor of English. BS, Taylor University, 1978; MA, Ball State University, 1982; MA, Indiana Wesleyan University, 1992; PhD, Ball State University, 1997.

Michele R. Mallett, 2003, Assistant Professor of Social Work. BS, Indiana State University, 1987; MSW, University of Illinois, 1996.

Jennifer Manth, 2003 Program Director of Elementary Education and Transition to Teaching, Associate Professor. AB, Miami University, 1966; MS St. Francis College, 1971; MS, St. Francis College 1980.

Anthony Opliger, 2002. Assistant Professor of Business . BS, Manchester College, 1998; MA, Manchester College, 1999.

Bruce A. Pratt, 1992. Associate Professor of Physical Education and Human Performance. BS, Taylor University, 1974; MA, Ball State University, 1978; EdD, Ball State University, 2001.

Roger W. Ringenberg, 1983. Associate Professor of Missions. BA, Fort Wayne Bible College, 1969; MDiv, Trinity Evangelical Divinity School, 1973; ThM, Grace Theological Seminary, 1982; DMiss, Trinity Evangelical Divinity School, 1992.

Larry W. Rottmeyer, 2000. Professor of Business . BS, Taylor University, 1978; MBA, Ball State University, 1980; PhD, University of Arkansas, 1990.

James A. Saddington, 1983. Associate Professor of History. BS, Philadelphia College of Bible, 1970; BA, Temple University, 1971; MA, Temple University, 1972; MA, Montclair State College, 1985; PhD, Bowling Green State University, 1996.

Heather St. Peters, 1994-97, 1998. Assistant Professor of Communication Arts and Political Science. BA, Illinois Wesleyan University, 1991; MS, Illinois State University, 1994. MS, Illinois State University.

John R. Schutt, 1988. Professor of Biology and Environmental Science. BA, Western Maryland College, 1976; MS, University of Tennessee, 1982; PhD, University of Tennessee, 1985.

Amy Settle, 2006, Instructor of Education. BS Huntington College, 1993; MA Morehead State University, 1999.

Rebecca S. Shearer, 2001. Visiting Associate Professor of Education. BS, Manchester College, 1964; MS, Ball State University, 1967.

Ronald M. Sloan, 1981. Associate Vice President for Academic Affairs and Dean of the Fort Wayne Campus, Professor of Music. BM, University of Toledo, 1976; MM, University of Louisville, 1978; DMA, University of Arizona, 1980.

J. Steven Smith, 2001. Professor of Justice Studies. BA, Ottawa University, 1980; MA, Northern Arizona University, 1982; PhD, Oklahoma State University, 1985.

Sonja S. Strahm, 1977. Director of Academic Center for Enrichment, Associate Professor. BA, Taylor University, 1966; MS, St. Francis College, 1969; MA, Ball State University, 1989; additional graduate studies, Appalachian State University

Michael D. Van Huisen, 1985. Reference Librarian, Assistant Professor. BS, Bryan College, 1973; MSLS, University of Tennessee, 1979; MLS Indiana University-Purdue University Fort Wayne, 2000.

Evan D. Wood, 2004. Assistant Professor of Business , BA, Cedarville University, 1997; MBA, Indiana University Fort Wayne, IN, 2004.

Student Development and Other Faculty

Richard H. Baxter, 1969. Associate Dean of Students and Director of Career Development; Associate Professor. BS, Fort Wayne Bible College, 1970; MS, Saint Francis College, 1977.

Andrew Davis, Residence Hall Director, Advisor of Discipleship Coordinators, Coordinator of Leadership Education, BS, Taylor University, MSED, Indiana University.

Randall E. Dodge, 1984-88, 1997. Associate Vice President for Student Development and Dean of Students, Associate Professor. BA, Taylor University, 1981; MA, Ball State University, 1982; JD, Indiana University School of Law, 1992; PhD, Indiana University, 1997.

Beth Manon Groman, 2006, Residence Hall Director and Coordinator of Student Activities, MS, Geneva University, 2006.

Marvin Hamilton, 1990. Athletic Director and Campus Pastor, Assistant Professor. BA, Taylor University, 1968; BA, Florida Bible College, 1972; MAR, Liberty University, 1990.

Katherine Miranda, 2000. Associate Dean of Students and Director of Residence Life Programs, Instructor. BA, Houghton College, 1996; MA Eastern University, 2000.

Emeriti Faculty

Wava Bueschlen, Director of Lehman Library, 1964-1998

Eunice J. Conrad, Associate Professor of English, 1957-1995

Cyril Eicher, Professor of Pastoral Ministries, 1950-1978

Joy M. Gerig, Former Director of Christian Service and Associate Professor, 1959-1989

Jay Kesler, President, 1985-2000; Chancellor, 2002-03

Ted Nickel, Professor of Education, 1962-1986

Jay D. Platte, 1968. Professor of Music,

Daryl R. Yost, Professor of Education and Administration Officer, 1983-2003

Contract Personnel

Lisa Allen, Associate Director of University Relations; Director of Conferences

Richard Ehresman, Bookstore Manager*

Leo Gonot, Associate Vice President for Enrollment Management

Tonya Hammond, Marketing, Communications Coordinator

Paul R. Johnston, Director of Financial Aid

Karen Kaehr, Campus Counselor

Tammy Lugar, Operations Manager

Chris McCormick, System Support Specialist

Myka Merrell, Enrollment Counselor

Kent Morton, Enrollment Counselor

Scott Raymond, Director of Alumni Relations

Kari Reynolds, Coordinator of Advancement Support

Miriam Rose, Instructional Materials Coordinator/Lehman Library

Al Rupp, Associate Director of Development/Planned Giving

Caroline Simmons, Administrative Assistant to the Chancellor

Larry White, Director of Campus Safety

Jennifer Woolever, Enrollment Counselor

*Office located on Upland campus

UNIVERSITY CALENDAR
2006-2007 Academic Year

Fall Term 2006 (August 29-December 14)

Aug.	25-28	Welcome Weekend
	29	Classes begin
Sept.	4	Labor Day - No day classes; classes resume at 5 pm
	11-15	Spiritual Renewal Week
	22	Campus Visitation Day
	22-23	Homecoming/Family Weekend
Oct.	6	Campus Visitation Day
	19	Fall break begins after the last class (one day only)
Nov.	3	Campus Visitation Day
	6-10	World Opportunities Week
	21	Thanksgiving break begins after the last class
	27	Classes resume
Dec.	1	Campus Visitation Day
	8	Last day of classes
	11-14	Final exam week

Interterm 2007 (January 3-January 26)

Jan.	3	Classes begin
	15	Martin Luther King, Jr. Day
	26	Last day of classes

Spring Term 2007 (January 31-May 17)

Jan.	31	Classes begin
Feb.	12-14	Spiritual Renewal Week
	19	Campus Visitation Day
Mar.	9	Campus Visitation Day
	9	Last day to file FAFSA for state aid
	30	Spring/Easter break begins after last class
Apr.	6	Good Friday
	9	Classes Resume at 5:00
	20	Campus Visitation Day
May	11	Last day of classes
	14-17	Final exam week
	18	Commencement

UNIVERSITY CALENDAR

Summer Sessions 2007 (May 22-August 17)

May	22	May session classes begin
	22	Full summer session begin
	28	Memorial Day
June	15	May session classes end
	18	June session classes begin
July	4	Independence Day
	20	June session classes end
Aug	17	Full summer session classes end

COMPLIANCE

Taylor University complies with applicable federal and state statutes related to institutions of higher education, including the Student Right to Know Act of 1990, as amended; the Federal Family Rights and Educational Privacy Act of 1974,as amended; the Americans with Disabilities Act of 1990, as amended; Section 504 of the Rehabilitation Act of 1973; and all federal and state nondiscrimination laws.

Services for Students with Disabilities

Taylor University complies with the federal mandates outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Reasonable accommodations are made to give students with documentation of their disabilities an equal opportunity for success. These services are provided through the ACE located in the Zondervan Library.

The Student Right to Know Act of 1990

The Student Right To Know Act of 1990 (Public law 101-542 as amended) requires colleges and universities to maintain records of student enrollment, graduation, and participation in athletically-related financial aid. This data is available upon request from the Office of Administration and Planning, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, (765-998-4627).

Taylor Policy of Nondiscrimination and Compliance

It is the policy of Taylor University to provide equal employment opportunity to employees and candidates for employment. Within the parameters of the university's Statement of Faith and Life Together Covenant, no discrimination shall exist against any employee or candidate for employment due to race, color, national origin, or sex. This policy is applicable to the policies governing recruitment, placement, selection, promotion, training, transfer, rates of pay, and all other terms and conditions of employment.

Compliance with this policy is the personal responsibility of all personnel, especially those whose duties are related to the hiring of new employees and the status or tenure of current employees. The university is committed to recruiting, employing, and promoting qualified members of groups who have not been discriminated against by the university but may be the victims of systematic, institutional, and societal forms of exclusion and discrimination. Further, as an Equal Opportunity/Affirmative Action Employer, the university will cooperate fully in the implementation of applicable laws and executive orders.

As an equal opportunity institution, Taylor University complies with all federal and state nondiscrimination laws. Direct inquiries to the Office of Academic Affairs, Taylor University, 236 West Reade Avenue, Upland, IN 46989-1001, 765-998-5204, or the Office of Civil Rights, D.H.E.W., Washington, D.C.

COMPLIANCE

Family Educational Rights and Privacy Act

The Family Educational Rights and privacy Act (FERPA) affords students certain rights with respect to their education records. They are:
(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Taylor University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

The University may release without written consent the following items which have been specified as public or directory information for students who are currently enrolled: name, addresses, e-mail address, telephone listings, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degree and awards received, dean's list, most previous educational agency or institution attended.

A student can request, while still enrolled, that the University not release any directory information about him/her. This designation must be furnished in writing to the registrar by the end of the first week of classes in the semester. Requests for nondisclosure will be honored for one academic year.

At the postsecondary level, the right to inspect is limited solely to the student. Records may be released to parents only under the following circumstances: 1) through the written consent of the student, 2) in compliance with a subpoena, and 3) by submission of evidence that the parents declare the student as a dependent on their most recent Federal Income Tax form.

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